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ABSTRACT

This booklet brings together papers, reports, and associated material from the seminar on school library resource coordination and librarians' groups in New South Wales held at Summer Hill Public School in Sydney. The collection includes a general introduction to the scope and goals of the seminar; a list of seminar speakers; papers on cooperative activities among school libraries in the Western, North Shore, Manly-Warringah, and North Sydney areas of New South Wales; a brief paper on the Northern Interlibrary Cooperation Scheme (NICS); and a list of problems in library cooperation, along with a group of solutions to these problems suggested during seminar workshops. Also included are reports on resource coordination in the South Coast region, guidelines adopted for resource sharing in the Metropolitan Coast region, accounts of developments in school library cooperation in all 11 regions of New South Wales in 1980, a list of Australian School Commission grants available to facilitate library resource sharing projects in schools, lists of seminar participants and regional consultants for 1980, and a bibliography. The seven appendices include the NICS Constitution and an essay on school libraries and networking. (JL)

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SHARING TODAYS RESOURCES - MEETING TOMORROWS NEEDS

Papers, workshop reports and associated material presented at the seminar Resources Coordination and Librarians' Groups: An Information Exchange Day held at Summer Hill Public School on 26th July, 1980.

Edited by Marianne Broadbent

Sydney

Library Association of Australia
School Libraries Section NSW Group

1980

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INTRODUCTION

This booklet brings together the papers, workshop reports and associated material presented at the seminar Resource Coordination and Librarians' Groups: Information Exchange Day, held on July 26, 1980 at Summer Hill Primary School, Sydney.

The seminar was arranged by the N.S.W. Group of the School libraries Section of the Library Association of Australia and funded by the N.S.W. State Development Committee.

The stated objectives of the seminar were to enable school librarians and educational administrators

- to clarify issues involved in the establishment and support of cluster, district and area groups

- to examine activities and share experiences in resources coordination at district and regional level, and

- to develop a mechanism for the exchange of information between local area/regional groups involved in resources coordination.

The seminar program was developed to meet the first two objectives outlined above. The article by Hazel Vickers. "Overview of the Proceedings", provides a guide to the seminar program on the day. This booklet has been produced to provide a starting point for the 'mechanism' referred to in the third objective.

Previous seminars on the theme of Support Services for School Libraries (1976) and Emerging Patterns (1977) provided much of the initial stimulus for regional activities referred to in this publication. Since that time, a number of statewide and regional inservice courses have been organised by the Centre for Library Systems (Kuring-gai College of Advanced Education) and the Northern Districts Education Centre. These courses, School Libraries and Information Needs: A Systems Approach, together with other regional activities, have stimulated school librarians to use the technology and facilities available to them to improve within school, inter-school and regional information systems, including retrieval tools such as union lists.

While these and other statewide activities were progressing steadily, there was a clearly expressed need to provide an avenue for librarians and administrators from different regions to come together, share their experiences and renew their enthusiasms.

A considerable amount of regional information was gathered for participants prior to the seminar. Thanks are due to the regional contacts named at the end of each regional development report for the collection of this material. This information has been supplemented by selected appendices included on the recommendations of participants.

Even a cursory reading of the papers and workshop reports will reveal that there is much local and regional activity aimed at improving information services within and between schools in New South Wales. Most of this activity is of a voluntary nature requiring considerable personal commitment and time. It was felt that administrators were often unaware of the nature, scope and value of the activities of many librarians' groups. This lack of awareness hindered the achievement of much needed official support and recognition.

Workshop reports from the seminar stressed the need to inform, involve and provide feedback to school executives, district inspectors and regional personnel on the goals and activities of resource coordination and librarians' groups. The comment was made several times that school librarians should not expect to be asked about their activities, but should take the initiative and ensure that school, district and regional personnel are informed and aware of their objectives and activities so that much needed support may be forthcoming. The improvement of school, district, regional and statewide library and educational information services then may best be achieved by all members of the educational and library communities working together.

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October, 1980.

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LIBRARIANS COOPERATING - THE STATEWIDE OVERVIEW

Ann Parry

I have chosen three texts, germane I think, to flatter, provoke and entertain you. I shall begin with the flattery and provocation, and I promise you an entertainment to finish.

By way of flattery, Thomas Galvin has offered the following observation on the American library scene:

> 'The contemporary concept of interinstitutional sharing of book, journal and other library resources in the context of consortia and networks has become a central focus of interest and activity for library and information professionals. The complex issues and problems associated with networks created to facilitate the exchange and cooperative use of publications have captured the attention of some of the most able, talented and creative individuals in the library and information fields.'[1]

Closer to home, Harrison Bryan has injected the rather cryptic note:

> 'In planning a joint library scheme
> There really is one simple theme.
> No matter what's said,
> You may take it as read
> Things may not be quite what they seem.'[2]

My brief when asked to prepare this paper was both very specific and very general.

- General: would I be willing to speak on the topic
  - 'Librarians Cooperating - The Statewide Overview'.
- Specific: would I incorporate a report on the findings of the New South Wales Department of Education's 1979 Planning Services survey, School Libraries, Cooperation and Community Use.

Would I be willing to speak? Consider: librarians - with teachers are my favourite people; cooperating - the word vibrates with good feeling; statewide - I too am a patriot and I like to think that wide can be beautiful; and the idea that someone considers you qualified to produce something as grand as a statewide overview is very flattering. How could I possibly refuse the invitation?

Having been thus gentled and having accepted I began to think, and I realised that interest in the survey was paramount so that will be the focus of my paper. I sense that the course architect's design and expectation is that I should provide a state of play report by showing what we have assembled in the way of base line factual data. That I will try to do. I shall leave it to others to clarify the issues, share experiences, examine activities and develop exchange mechanisms. I shall try to provide a context for the day's activities.

But first, let me reflect on the broader issues suggested by my title and in so doing explain why, in focusing on the School Libraries, Cooperation and Community Use Study I am not really going to talk about librarians cooperating and I am not really going to give a statewide overview. By way of preamble it is worth observing that the spirit of cooperation is alive and well in the hearts and minds of school librarians in New South Wales. There is ample and encouraging evidence that NSW school librarians are cooperative, and are cooperating on a range of issues and activities. It is a sign of the maturity of the school library profession, I think, that there is much vigorous professional association activity: this group of the Library Association of Australia, the NSW Teachers Federation and the School Library Association of NSW all continue to exemplify that kind of cooperation among librarians which promotes communication, mutual support, the advancement of the profession and the improvement of library services within our state. Cooperation is manifest both within school librarianship and between school people and the wider library community. One could go on instancing the varieties of cooperation which occur daily within schools since sharing is of the essence where libraries and teaching are concerned. But I shall not, for my main theme today is not librarinas cooperating. I begin by recognising the wide universe of librarians' cooperating behaviours but propose to turn aside immediately to focus not on people but on institutions.

The Department's Study seeks to discover what school libraries as institutions are doing. The questions ask 'Does your school library do this? or that?' - not 'Does your librarian...?' or 'Do your students ...?' or 'Do your teachers ...?' The distinction is an important one. If it is the library as institution which is the active agent then the activity represents an official commitment which recognises and accepts legal undertakings and obligations. I believe that institutional relationships should be the focus when we talk of library cooperation. It is necessary but not sufficient for librarians to be cooperative. If library cooperation means anything serious it must rest on corporate undertakings not simply on personal good intentions.

Just as I limit the field of cooperation I propose to limit the scope of the overview. I stress that I am confining myself to a discussion of what is happening with respect to government schools in NSW. The Study is a Departmental exercise and only government schools were surveyed. Insofar as many cooperative schemes involve interaction with nongovernment schools the nongovernment sector is recognised but that cannot be said to constitute an overview.

Again, while I am tempted by the word'overview' to supply an historical perspective and let my imagination wander in the futures dimension I shall try to confine myself to the here and now. To be sure, the whole point of the exercise is to discover in our present experience that which will help us make wise decisions for the future about the allocation and use of resources (finance, personnel, time, buildings, equipment, learning materials) to provide the optimum library service at the school building level. The first step in such discovery is to describe and assess the present experience and that is what the Study aims to do.

Incidentally, while the whole point of the Study is to help with decisions about using resources the whole question of using resources (including coordinating, rationalising, or sharing resources) is not canvassed by the Study; the Study explores very specific categories of library cooperation and community use. There are other models for resource sharing which are not the product of library cooperation: services such as the Department's Film and Video Library, the Small Schools Box Library, the Inservice Education Library with its Music Library and the several regional and district curriculum support libraries (variously called Central Reference Libraries, Central Circulating Box Libraries, Professional Services Centre libraries, Media Centres etc.) are essentially Departmental initiatives in resource rationalisation. For some schools, clusters, districts, regions, this kind of support - libraries for libraries if you will - may be more significant and useful than the benefits to be derived from inter-school or multitype library cooperation. But it does not have to be an 'either or' decision. These 'super library' services exist and while ever they are demonstrably cost effective in providing curriculum support for schools the Department is unlikely to abandon them. So individual schools, clusters, districts, regions have choices: they can use them or not; they can become borrowers of a public library or some other; or they can join or organise some cooperative grouping. If through experience of such initiatives we discover that a cluster grouping is a more cost effective way of delivering library services to schools than, say, a district support library then those responsible for budget and personnel decisions should be persuaded to reallocate resources accordingly. We cannot judge yet for the evidence is not in.

Even as I wrote that I remembered to ask 'What of the United States evidence?' Is the US evidence in? What has been the US response to that evidence? Can we benefit from the US experience? I turned to a recent report on the White House Conference on Library and Information Services held in November last year and discovered that one of the several resolutions with implications for school libraries was expressed in these terms:

> 'Be it further resolved that library services for small schools be provided through cooperative arrangements contracted among school districts and/or through regional service centres to ensure certified teacher librarians and adequate resources ...'[3]

It would seem that the US evidence to date has been no more conclusive than ours.

I come at last to a progress report on the Study. I shall report under four headings:

Genesis of the Study

Planning the Study

Response to the Survey

Findings of the Survey

Genesis of the Study

In 1977 the Advisory Committee on School Libraries turned its attention to what it called 'community library services' under which umbrella was included all degrees of cooperation between school and public libraries but in particular joint-use schemes and multitype library cooperative ventures such as NICS (Northern Inter-library Cooperation Scheme). The Advisory Committee on School Libraries you may remember had been formed in 1974 to advise the Director of Primary Education and the Director of Secondary Education on school library development. In 1977 the committee observed that the Department of Education had no official policy or guidelines in regard to community library service proposals. The committee identified issues to be examined (regional planning proposals for the amalgamation of library services and the relationship of Professional Services Centres to such planning, cooperative cataloguing schemes and the relationship of schools to such schemes, problems of staffing and resources involved in sharing projects) and proposed an approach to such an exercise. The committee proposed that a survey should be undertaken, that there should be an appraisal of methods adopted by schools already participating in a cooperative and made a list of tasks for a subcommittee. The subcommittee which included Miss Helen Woodward (Assistant State Librarian, Public Libraries Division) deliberated and in September 1977 Joyce Fardell (then Head, Library Services) submitted its request for the Division of Planning Services to undertake a survey of sharing between school and public libraries to answer particular questions in the areas of technical services and resources sharing.

In 1979 the Division of Planning Services was able to respond and Library Services won the role of research assistant.

One can contrast the NSW approach with the Victorian approach to a similar task. In Victoria in 1977 an Interdepartmental Committee on Joint-use Libraries with a membership of two people (the Executive Officer of the Public Libraries Division, Library Council of Victoria and the Supervisor of School Libraries, Education Department of Victoria) began work toward a draft policy. The report of that Interdepartmental Committee was published in 1979.[4]

Planning the Study

Planning for the NSW Study began in earnest about July 1979. Two years on from the original proposal it became a fresh exercise.

The first thing we did was to extend the range of activities to be investigated. We thought it might be profitable to study not only school and public library cooperation but school and other library cooperation, simple inter-school cooperation and the less simple multitype library cooperation. Moreover we thought it might be possible to identify a kind of community use activity which was not the result of an institutional arrangement with a public library service.

Another thing we did early on was to establish as clearly as we could the purpose of the Study. Taking our cue from the people who had initiated the exercise we agreed that the first purposes were:

1. To provide information for policy and decision makers;

2. To provide operational guidelines or information to permit the production of operational guidelines.

And we added a third:

> 3. To provide an information base so that Library Services might provide a Clearinghouse Service - or if that were beyond our resources, at least an introduction service, putting people in touch with others doing the same or similar things.

Such intentions posed a considerable design problem. What we are trying to establish is what activities have been judged successful by participants and why. We want to know what environmental and institutional factors favour the development of what activities; what preconditions, what planning, what level of resources commitment etc., etc., are needed for success? What methodology would be best adapted to such an investigation? Questionnaire? Structured interview? You will recall that Jim Dwyer's study of joint-use libraries for the Schools Commission used what was essentially the structured interview technique.[5] Not surprisingly perhaps we concluded that different activities might yield their substance to different methodologies. But even if all activities were amenable to the pencil and paper questionnaire it was apparent that one questionnaire would not serve. It would be inordinately long and would invite a low response rate.

In the event we decided that the Study should be a two stage affair.

> Stage 1. a census survey to discover what is happening where.
>
> Stage 2. close-up studies of particular varieties of cooperation to identify factors which make for success or failure, satisfaction or discontent.

Stage 1 is the subject of my report today. Stage 2 has not begun; it is a potential ragbag of activities and methodologies and we will welcome ideas on both priorities for close-up investigation and appropriate methodologies.

In presenting the questionnaire we did not explain that the survey was Stage 1 of a two part study. We thought that any hint which savoured of a 'Fill-this-in-good-and-you-will-get-yet-more-questions-to-answer' promise could have disastrous effects on the response rate. Another consideration which helped shape the questionnaire was our concern to avoid value judgements: we tried very hard to keep any value loading out of the questions. We were not trying (and indeed were trying not) to suggest that the activities we were enquiring about were good or important or that they represent some kind of hallmark of an effective librarian. It is my personal view that, given present staffing levels, schools have to make a lot of hard decisions about how the teacher librarian's time will be used. And if a school elects not to involve itself in a cooperative venture we must be ready to accept that it can have very good reasons for so electing.

The only moral imperatives in delivering school library services - another personal view - are

* that we think deeply about objectives/tasks/problems and weigh solutions before adopting them, that we do not grab at solutions without testing their relevance and relative cost effectiveness;

* that we think deeply about the role of information in our world and the responsibility of the teacher librarian vis-a-vis information: information as an element in curriculum and information as a service to be delivered. Just what knowledge, skills and attitudes must we ensure our children acquire to function effectively as citizens of the information age? And what information services must the school library deliver if teachers and students are to accomplish the purposes of education?

Response to the Survey

A copy of the questionnaire was sent to all government schools in the state in November 1979. By the closing date 57% of all schools had responded. To improve the response rate follow-up forms were sent to nonresponding high, central and primary schools in February 1980. No attempt was made to follow up schools for specific purposes or separate infants schools. The final response rate was 88% overall. Table 1 shows the response rate for the various categories of schools. This table and others which follow are adapted or reproduced from the draft report of the survey.

TABLE 1: RESPONSE TO THE SURVEY

Type of School	*No. of Replies*	*Response Rate*
High Schools	*335*	*95%*
Central Schools	*60*	*88%*
Primary Schools P1	*372*	*93%*
P2	*427*	*92%*
P3	*407*	*93%*
P4	*303*	*85%*
Schools for Specific Purposes	*59*	*56%*
Separate Infants	*12*	*43%*
Field Study Centres	*4*	*40%*
TOTAL	*1979*	*88%*

Findings of the Survey

The questionnaire consisted of seven sections. The first sought information about the school and the last provided an opportunity for people to comment on projected and/or abandoned activities and to expand their responses in any way. The remaining five sections surveyed the range of activities from the familiar varieties of cooperation with local public libraries through to school initiatives in library service to the community other than by arrangement with public libraries. Thus:

1. School information
2. Cooperation with public libraries
3. Cooperation with other school libraries
4. Cooperation with libraries other than school or public libraries
5. Participation by the school library in a grouping which involves a range of libraries
6. Community use of the school library
7. Comments.

What, then, were the findings of the survey? At this point my report to you can only be tentative because the survey report has not been produced. I have been able to peruse the first draft of the report and this is the source of my impressions and of the tables and statistics I shall quote. As a census it has proved very interesting indeed. Affirmative responses have been tabulated as percentages of the total category for each type of school for each region and the patterns which emerge are most interesting. In some instances the statistics are tantalising and tempt one to rush to speculate about causes. For the most part if you know your regions there will be few surprises. However, it is useful to have the statistical evidence in place of impressionistic generalisations and extrapolations from limited observations. What surprises there are usually derive from mis-interpretation. For example, we were told that twenty-six school libraries had staff members employed by the municipality or shire. I wondered, but not for long, whether some ingenious school principals had found the solution to our staffing problems. Not so - it transpired that most of the people so identified were Children's Librarians who pay occasional visits to schools.

The first fact which emerges from the study is that the activities under examination are virtually all minority activities. Only interlibrary loans of individual items between school libraries and the straightforward use of public library services by schools involve more than 50% of schools.

COOPERATION WITH PUBLIC LIBRARIES was surveyed in questions 5, 6, 7, 8, 9 and 10. These questions concerned:

- whether the school library as an institution availed itself of the services of a public library
- loan services
- other user services
- technical services
- staff employed by the municipality or shire
- whether the school library acted as a deposit station or branch library.

Most regions are well covered by public library services but it does not follow that those services are used by schools. While 97% of the St George Region schools report the availability of services only 45% use such services. While 82% of South Coast schools report the availability of public library services only 63% use the services. Country schools would appear to make more use of public library services than metropolitan schools. That schools in Central Metropolitan region had the highest average with 68% seems to me less a contradiction of the general pattern than a sepcial effect created by the responses of the four Schools for Special Purposes. Table 2 shows the percentage of schools which avail themselves of the services of public libraries.

TABLE 2: SCHOOLS USING PUBLIC LIBRARY SERVICES

	CM	L	MW	NS	SG	CITY AV.	H	NC	NW	R	SC	W	COUNTRY AV.	STATE AV.
High	41	44	43	32	46	41	50	43	56	29	69	50	50	46
Central								60	21	50		47	45	45
P1	74	51	42	37	45	50	56	71	65	45	75	60	62	56
P2	63	49	53	48	59	54	75	42		45	78	57	59	57
P3	60	41	37	52		48	75	35	61	48	36	82	56	53
P4							64	14	74	29	37	59	46	46
SSP	100	60	27	64	29	56	60	67	50	50	83	100	68	63
AVERAGE	68	49	40	47	45	50	63	47	55	42	63	65	55	53

(Some discrepancies in percentages due to rounding)

Loan services are, predictably enough, the most popular public library services with schools. Country primary schools appear to be the most common users and the borrowing of individual items ranks highest with a state average of 37%. The state average for bulk loans was 25%. Bookmobile services are used by 32% of Class 3 primary schools and 19% of Class 4 primary schools. A mere 5% of schools reported borrowing items of equipment from the public library. Table 3 summarises the interlibrary borrowing of individual items.

TABLE 3: SCHOOLS BORROWING INDIVIDUAL BOOK AND NONBOOK ITEMS FROM PUBLIC LIBRARIES

	CM	L	MW	NS	SG	CITY AV.	H	NC	NW	R	SC	W	COUNTRY AV.	STATE AV.
High	38	36	38	30	29	34	53	52	44	33	50	54	48	41
Central								40	16	36		29	30	30
P1	57	27	33	40	37	39	52	64	41	55	68	50	55	47
P2	50	33	38	33	41	39	62	42		35	61	71	54	47
P3	20	23	16	19		20	49	16	23	20	34	82	37	29
P4							31	18	16	18	3	28	19	19
SSP	75		18	36	29	32	20	67			33	100	37	32
AVERAGE	48	24	29	32	34	33	45	50	23	23	42	59	41	37

With respect to interlibrary lending activities schools are borrowers rather than lenders. Table 4 shows those schools which provide materials or equipment to public libraries.

TABLE 4: SCHOOLS LENDING MATERIALS OR EQUIPMENT TO PUBLIC LIBRARIES

	CM	L	MW	NS	SG	CITY AV.	H	NC	NW	R	SC	W	COUNTRY AV.	STATE AV.
High	8	8	9	19	7	10		48	28	8	19		17	14
Central								20		6			6	6
P1	7	4	4	7	3	5	8	29	6		25	10	13	9
P2	11	5	2	17	3	8	6	16			14	5	8	8
P3		6	6			2	4	7	7	6		8	5	4
P4								5	3	11	7	7	6	6
SSP														
AVERAGE	5	5	4	9	3	5	3	18	7	4	9	4	8	7

In general other public library user services are not well patronised by schools. Differences in use patterns are discernible: primary schools make use of storytelling and book talks while high schools make use of reference services and bibliographies. As with loan services schools tend to be consumers rather than suppliers of user services. Given that on average only 7% of schools report providing any user services to public libraries I should like to look more closely at the activities of Central Metropolitan high schools, an exceptional 36% of which report providing user services.

There is little cooperation between school and public libraries in the area of technical services. Class 1 primary schools in the South Coast (21%) and Hunter (20%) regions report the highest involvement in cooperative evaluation of materials. Involvement in other acquisition services and schemes is very limited and a minority of schools report receiving cataloguing and classification information from public libraries. A mere 1% of schools report offering any technical services to public libraries.

COOPERATION WITH OTHER SCHOOL LIBRARIES was surveyed in questions 11, 12, 13 and 14. These questions concerned:

- loan services
- user services
- technical services
- resource sharing groups with school libraries only membership.

At first glance it appears that schools are more likely to borrow from one another than from public libraries. Closer consideration, however, reveals that this is consistently true only of high schools where the difference is considerable. Table 5 shows the pattern of inter-school borrowing of individual book and nonbook items. The pattern of inter-school bulk loan activity is similar but fewer schools engage in this activity. Likewise, the pattern of equipment loans is similar to that in Table 5 but the level is lower, lower than individual item borrowing and higher than bulk borrowing.

TABLE 5: SCHOOLS BORROWING INDIVIDUAL BOOK AND NONBOOK ITEMS FROM OTHER SCHOOL LIBRARIES

	CM	L	MW	NS	SG	CITY AV.	H	NC	NW	R	SC	W	COUNTRY AV.	STATE AV.
High	72	80	88	89	93	84	62	74	72	54	69	63	66	74
Central									32	71		35	35	35
P1	57	31	46	49	26	42	28	50	47	73	57	45	50	46
P2	50	44	33	50	25	40	42	58		68	53	48	54	47
P3	20	13	22	38		23	14	31	23	23	11	13	15	19
P4							26	25	52	29	27	25	30	39
SSP	25		38	9	29	20			50	50		33	22	21
AVERAGE	45	34	45	47	43	42	29	34	46	52	36	37	39	40

As was observed in the case of school/public library interlibrary lending activities, so in the case of school/school interlibrary lending activities - schools tend to be borrowers rather than lenders. The imbalance is generally less pronounced in the school/school arena which makes the definite imbalance in the St George region particularly curious.

Why is it, one wonders, that 43% of St George schools borrow whilst only 12% lend?

Few schools report sharing other user services. Storytelling and bibliographies were the most commonly mentioned services. The pattern is much the same as I noted with respect to sharing with public libraries: primary schools report sharing storytelling and high schools report sharing bibliographies and reference services. And, also as before, it was more common for the larger schools to report providing services than for the smaller schools.

There is more sharing of technical services between school libraries than between school and public libraries. High schools in North Sydney (58%) and St George (46%) and Class 1 primary schools in Riverina (55%) and North Sydney (44%) report the highest involvement in cooperative evaluation of materials. Class 1 primary schools in St George (25%) and Hunter (28%) are marginally more involved in this inter-school activity than in school/public library cooperative evaluation. Cooperative acquisition schemes are relatively uncommon. Overall 8% of schools report involvement in cooperative acquisition schemes. Such involvement is more commonly reported by high schools (18% cooperate to effect cost savings, 14% cooperate to rationalise collections) with pockets of vigorous activity for example in North Sydney (35% to effect cost savings, 27% to rationalise collections) and Liverpool (31% to rationalise collections). The level and pattern of cooperative cataloguing, classification and processing presents a picture similar to that of cooperative acquisition schemes with the highest response coming from high schools as a group and North Sydney high schools in particular.

Question 14 sought to discover information about school only resource sharing groups. The question required a descriptive reply in addition to the yes/no response. We were trying to sort the informal arrangements from those which were truly institutional undertakings. Table 6 indicates the level of activity but the descriptive data has not yet been analysed. I have some doubts about the data presented in this table for it is apparent from the list of groups mentioned that many people did not distinguish the school only groups asked about here and the multitype library groups asked about in question 19.

TABLE 6: SCHOOL LIBRARIES IN SCHOOL LIBRARY RESOURCE SHARING GROUPS

	CM	L	MW	NS	SG	CITY AV.	H	NC	NW	R	SC	W	COUNTRY AV.	STATE AV.
High	13	56	31	43	29	34	6	4	33	12	22	29	18	25
Central									11	21		24	14	14
P1	3	10	26	28	3	14	8	14	6	9	21	30	15	14
P2	21	7	9	19	16	14	3	10		16	12	14	11	13
P3			13	9		6	7	15	9	3	2		6	6
P4							10	14	16	4	3	18	11	11
SSP				9		2							0	1
AVERAGE	7	15	16	22	12	14	6	9	15	9	9	16	11	12

COOPERATION WITH LIBRARIES OTHER THAN SCHOOL OR PUBLIC LIBRARIES was surveyed in questions 15, 16, 17 and 18. These questions concerned:

- whether the school library availed itself of the services of a library other than another school or public library;
- the nature of the services received from the other library;
- whether the school provided services to a library other than a school or public library;
- the nature of the services provided to the other library.

The picture of school library cooperation with other libraries such as university libraries, college of advanced education libraries, government department libraries and technical college libraries is unclear at this stage for the data has not been fully analysed. There has been a first tabulation of the yes/no responses which suggests a higher level of activity in country regions than metropolitan regions. Most reported cooperation relates to loan services; sharing of other user services and technical services is minimal.

PARTICIPATION BY SCHOOLS IN MULTITYPE LIBRARY RESOURCE SHARING GROUPS was explored in question 19. While the number of schools participating in multitype library resource sharing groups is on the whole low with only 18% of high schools and 13% of Class 1 primary schools reporting participation there is an interesting distribution of activity. Some regions show considerable interest in this kind of development. For example 49% of North Sydney high schools and 31% of Liverpool high schools report belonging to multitype library groups. Liverpool presents a very interesting picture for no primary schools in the region report such involvement. Table 7 summarises the responses to question 19.

TABLE 7: SCHOOL LIBRARIES IN MULTITYPE LIBRARY RESOURCE SHARING GROUPS

	CM	L	MW	NS	SG	CITY AV.	H	NC	NW	R	SC	W	COUNTRY AV.	STATE AV.
High	26	31		49	7	23	3	22	24	4	16	17	14	18
Central									5			12	4	4
P1	19		7	19	11	11	8	14	29	18	18	5	15	13
P2	24		4	19		9		23			5	10	8	9
P3								4	4	3		3	2	1
P4												2	0	0
SSP	25			18		9							0	4
AVERAGE	19	6	2	21	5	11	2	9	10	4	7	7	6	8

COMMUNITY USE OF THE SCHOOL LIBRARY was surveyed in question 20 which concerned:

- the nature of the services offered
- the number of nonschool patrons
- the hours during which the services are provided.

In my view this proved to be one of the most interesting questions in the survey and I am sorry I had to wrest the draft report from the researcher before the analysis was complete.

School initiatives to provide services to people other than teachers and students and to do so other than by arrangement with a local public library are much more common in country than metropolitan regions. The overall city average was 27% whereas the country average was 45%. With country high schools and central schools in particular opening the school library to the community would appear to be a popular activity: 83% of Western high schools, 78% of North Coast high schools, 74% of North West central schools and 71% of Riverina central schools report such activity. Overall 55% of Riverina schools, 52% of Western schools and 50% of North West schools report offering community library services.

COMMENTS were sought in questions 21,22 and 23 about projected and/or abandoned activities and people were invited to expand their responses if they wished.

I should like to conclude my comments on the survey by acknowledging the first rate response of school people to the task of supplying the information asked for. And I should like to say also that both Library Services and Planning Services were very appreciative of the well-considered and lucidly put arguments which were volunteered in response to the final question. It is hoped that some of these comments and letters might be used in the final report.

FINALLY - I promised you an entertainment. I'd like to share with you a story by Glenn Pullen, Supervisor of School Libraries in Tasmania:

> 'There was once a treeful of squirrels who each scurried around gathering whatever nuts could be collected. It was a fairly haphazard affair: some industrious squirrels did quite well; others relied on a small store of well-chewed nuts; some nuts even languished on larder shelves gathering dust because all the squirrels had forgotten they were there.
>
> One day a progressive Director-General of Squirrels decreed that resourceful squirrels should do better. So he appointed a Supervisor of Nuts to teach the squirrels how to acquire, organise and distribute

nuts more efficiently and effectively. The S. of N. took as his motto: The RIGHT nut to the RIGHT squirrel at the RIGHT time. All the squirrels were required to surrender their individual supplies to the central Nuttery. This caused some wailing and gnashing of teeth but it was soon found that a central Nutlist helped everyone to use the existing supply of nuts more effectively.

Many other trees followed this example and set up attractive and efficient nutteries and the University even set up post-graduate courses for Nutters. The D-G allocated bigger and better grants for the purchase of more nuts though sadly the price of nuts was rising rather faster than the growth of the grants.

At about this time some clever squirrels in a distant forest discovered that some squirrels did not like nuts at all, while others could benefit from a diet which included other foodstuffs as well as nuts. There were even some doom-sayers who claimed that the era of nuts was past. So the Supervisor of Nuts wrote a manual on the Management and Organisation of non-Nuts and developed the concept of the Multi-food Resource Centre or M.R.C. Despite all this, most trees still stuck to the old style of Nuttery.

In due course, the Chief Nutter of the forest and the Supervisor of Nuts became concerned that some trees had rather more nuts than they used while others had scarcely any, and that, in any case, no tree could any longer afford to gather all the nuts they needed. It was decided, not without further wailing and teeth-gnashing by some squirrels and especially some nutters, that a forest-wide system of nut-buying, nutlisting and nut-sharing would be set up. This system was generally called a Nutwork.

After a slow beginning, nutworking started to show its advantages. Each tree was linked to all others by means of a Grape-vine. If a squirrel wanted a particular nut, he first checked with his nutter in his own nuttery. If the request did not show up in the local Nutlist, a check was made on the Union Nutlist and an Inter-Nuttery Loan was initiated on the Grape-vine. Some nuts no longer needed in a particular tree were transferred to where they were in current demand. Pool Collections of nuts (and non-nuts) were established in major centres of the forest. A squirrel from one tree had nuttery privileges in every other tree.

More and more the role of the nutters became that of information specialists or nut-brokers. They were in constant touch with those who planned the squirrel diet (or Squirriculum) and were skilled

> in marshalling resources to meet needs. And so it was that the profession of nutterianship reached its maturity. And the squirrels all rejoiced in their new creed: From each according to his means: to each according to his nuts. And from every tree-nuttery every nutter proclaimed with the fervent conviction of his vocation: Nuts to you!'[6]

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WESTERN REGION CO-OPERATIVE ACTIVITIES

Maurice King

Western Region can boast two recent examples of co-operative enterprise amongst government and non-government schools, tertiary institutions, public libraries and government instrumentalities. These are:

1. Central Western Union Listing of Serials 1980,

2. Western Region Resources Directory.

Both involved co-operation in their compilation and in their usage as tools for resource sharing. Each was developed as a buying and resource guide and a resource for the rationalisation of purchases.

The basic premise for the development of both projects is that co-operation depends on people and on a knowledge of what is available. When the resources available are known and listed, interlending of these resources must be facilitated.

CENTRAL WESTERN UNION LISTING

This Union list includes over 2,500 serials held by institutions between the Blue Mountains and Orange. The fifteen contributions include four government and one non-government high school, 1 central school, 4 public libraries, 1 college of advanced education, a technical college, an agricultural college, an agricultural research station and the Central Mapping Authority.

The largest contribution was Mitchell C.A.E. who also did most of the compilation work. The publication lists serials by alphabetical order of titles, the holding institution and a list of holdings of each instituion.

This list is very useful for schools in the area who make use of the periodical index Guidelines. The Union list contains all serials indexed in Guidelines.

WESTERN REGION RESOURCE DIRECTORY

This was the brain child of Bruce Ryan, Media/Resources officer for Western Region. The compilation was largely undertaken by the Resources Development Committee and the Teacher Librarians' Development Committee.

The aims of the Directory are:

> *"The Co-ordination and Development of Resources in Western Education Region to enhance the quality of educational programs and initiatives through:*
>
> 1. *Effective utilization and development of resources;*

2. *Providing a framework in which resources developed by educational groups can be promoted, utilised and evaluated;*

3. *Encouraging communication and co-operation between pupils, teachers, schools and communities".*

The Directory has three main sections: human resources, material resources and environmental resources.

HUMAN RESOURCES

In this section it was hoped to list the names and particulars of those who had some interest or expertise they were willing to share. The survey forms for the other parts of the Directory were sent out at the end of Term 2 last year, and due to the possibility of staff changes before the Directory was issued, it was decided to hold over this Human Resources section to a later date. However, the Directory does list the names of all the Professional Staff attached to the Regional Office together with their functions and telephone numbers. All members of the various subject development committees are also listed.

MATERIAL RESOURCES

This comprises the bulk of the information in the Directory, and was compiled by the use of computer techniques. These techniques will also aid the task of up-dating. Invaluable assistance was given by the Manager and staff at the Computer Centre at Mitchell C.A.E. in Bathurst.

Response to the request forms sent out to all Government and Non-Government schools in Western Region varied:

Government High	*27*	*(14)*	*Non-Government High*	*18*	*(6)*
Central Schools	*21*	*(3)*			
Primary	*167*	*(21)*	*Primary*	*48*	
	215	*(38)*		*66*	*(6)*
	17½%			*9%*	

Besides contributions by schools, the following also contributed:

Mitchell College of Advanced Eduction
Education Centres
The Catholic Resource Centre Bathurst
Western Plains Zoo
Field Study Centre

Information given for each item comprises the:

title, produce, pupil level, contents, loan particulars, school code and subject code,

of all audio visual resources each school is willing to loan.

Information was listed in 3 ways:

1. *By school - to be used as check list for updating*
2. *By subject*
3. *Alphabetical listing of chosen key words from each title.*

The words Video and Cassette were added to titles where appropriate, and thus both of these items were listed separately in the alphabetical listing of key words.

The subject listing is a useful buying or borrowing guide. A sample borrower's request form is included in the Directory.

ENVIRONMENTAL RESOURCES

This is a listing of places and sites suitable for educational visits, together with location, contact persons, chairpersons, etc. for each tourist region within the Western Region.

Also listed are transport facilities and festivals events. This section was compiled in conjunction with New South Wales Department of Tourism.

FUTURE

Now that every school in Western Region has received a copy of the Directory it is to be hoped there will be a wider appreciation of its potential use, and thus response to the updating requests will be greater. At the next meeting I am going to suggest that the Directory be expanded into a catalogue of Audio Visual Resources held in Western Region. This raises the possibility the Directory will become too cumbersome and expensive to produce. To remain a viable project publication of the Directory in microform will have to be considered.

It is hoped that the Directory will encourage resource sharing and further co-operation between schools.

THE NORTH SHORE PERSONAL DEVELOPMENT RESOURCES GROUP

Jan Howe

On April 24, 1975 a letter was sent to Principals of eight schools in the North Sydney area advising of a meeting to set up a central pool of audio visuals suitable for use in Personal Development programmes. The necessity for this action stemmed from several factors. First of all Personal Development, especially in the early stages of teaching, is enhanced by films which give information and/or initiate discussion. Even given that teachers had researched the topic first, some lead and form could be given to the lesson by a suitable film. This had already proved valuable at the inservice courses when films were used. In controversial topics, a film distances the argument from the teacher and allows students more freedom in expressing opinions while making the situation more personal for the student.

Having decided that audio visual materials were of value, there was difficulty in obtaining them. Initially most material came from the United States. Teaching Resources at Burwood had a few copies but these were lent throughout the state and had to be booked a term ahead. They were not always available on the week wanted, and could arrive four weeks later. As they were on loan for a week only, carnivals and excursions sometimes coincided resulting in some or all of the classes missing out on seeing the relevant film. On another week, two films might arrive but with insufficient allocated time to show them. This frustration, on top of the extra work required to establish the validity of Personal Development programs in schools, was causing disatisfaction of many previously enthusiastic teachers. The other alternative was to buy films. On a single school basis this would have proved very expensive. The idea of a collective with a central lending centre seemed a reasonable solution.

THE GROUP BEGINS

The inaugural meeting of the North Shore Personal Development Resources group was held on Tuesday May 20, 1975. Seven schools were represented. A member of the Personal Development group was present to offer assistance and information about the Manly Warringah Personal Development group which was already functioning. The aim of the group was decided on to evaluate, purchase and distribute resources for the Personal Development programme. Initially meetings were held once a fortnight at 4. p.m. during each term. As they usually closed at 6 or 6.30 p.m. this meant a considerable amount of dedication was needed. At first there was so much material to review that it was decided to consider only 16 mm films, which were unavailable for hire. Later other audio visual materials were included. Schools joining the group paid an initial $200 with a further $80 in 1977 by which time the number of schools participating had reached 12.

After the first year, when the films considered most essential for various areas covered by the participating schools had been purchased, meetings were reduced to two each term. As well as viewing audio visual materials, time

was allocated for the dissemination of information such as lists of books, newspapers or magazines. By 1977 18 films and 10 audio visuals were available on loan. All the resources were housed at a central High School Library, Chatswood High, and were available for up to 10 days. A member of the library staff acted as booking agent.

VALUE OF THE PROGRAMME

To those who have participated in this co-operative there is no doubt as to its value in the Personal Development programme. It is hard to see how advances could have been made without it. As the schools are in the same area, the students tend to be drawn from similar backgrounds. Choosing suitable material for the 12 schools is certainly easier than choosing for a wider group.

For those who participated, and it tended to be the same representative from each school, it was a very valuable, if time consuming exercise. First of all, most of the available film material was viewed so that the range of the material and the various approaches to a range of topics were seen. Even films that were rejected had information or ideas on presentation which could be used in a classroom situation. The discussion at the conclusion of each viewing afforded an interesting insight into the possible opinions likely to arise in a class viewing.

The whole exercise was a valuable educational one for the teachers involved and, as they were mainly the Personal Development co-ordinators in their respective schools. The other teachers and their schools as a whole also gained from their experience. On the other hand, not all schools attended regularly, and some schools shared the exercise with one or two other members. On some occasions voting on a purchase was not possible because the quorum of 6 was not present. This meant that the time was wasted to some extent because the film had to be viewed again when there was a quorum before a decision on buying could be made. To try to solve the attendance problem, the secretary sent out a copy of the last minutes including the meeting date a week before the next meeting. The correct timing for this was made difficult by postal disputes.

THE PRESENT

At present there are 14 schools in the North Shore Personal Development group. On the whole the system runs very smoothly. Films are borrowed for about 10 days to fit in with the different school timetables. A register is kept in the library at Chatswood High and one of the library staff books the material in and out. Items may be booked by phone. Any damage to the film is reported and corrected before being released again.

A considerable sum, $6,720, has now been spent on films and audio visual materials. But because the cost is shared, $480 per school over 6 years, a whole range of visual experience has been opened up to students.

MANLY-WARRINGAH LIBRARIAN'S ACTIVITIES

Ron Smith

The Manly-Warringah Librarian's Group began in July 1976 with five members. It has now grown to 28 including government and non-government primary and secondary schools, and public libraries. The geographic boundaries are West to Killarney, South to Manly and North to Palm Beach.

The Group provides mutual support, acts as an ideas exchange, a forum for discussion and prepares applications for inservice courses.

In late 1979 an inservice course was held to assist in compiling a union list of periodical holdings. Prior to the inservice course, each school prepared a list of all its periodical holdings, including the commencement date for each subscription. At the course, Di Simpson from the Stanton Area Librarians' Group spoke about the procedures for collecting information to prepare a KWOC listing. Data for the union list of periodicals was collected and produced in KWOC format using the facilities of Kuring-gai College of Advanced Education. A KWOC listing of audio-visual materials is now in preparation.

Another activity sponsored by the Manly-Warringah group was a submission to the Schools Commission for a library resource sharing grant for the purchase of library and video equipment. The grantee school was St. Augustine's College at Brookvale, but the equipment purchased is stored at Manly Teachers Centre. It is available to 22 schools and two municipal libraries.

The activities of the librarians' group has re-activated the centre, now called the Manly Warringah Education and Development Centre. Further equipment was purchased earlier this year with a re-establishment grant for the Centre.

NORTH SYDNEY REGION: THE TASK FORCE AND BEYOND

Robert Broadbent

My comments today will present some features of an approach that was adopted in one educational region to try and assist the development of inter-school/inter-library/inter-agency cooperation and resource sharing.

This particular approach, in North Sydney Region, was initiated by school librarians working through the Northern Districts Education Centre (Sydney) and involved the formation of what was called a 'Support Services Task Force.' This Task Force consisted of two school librarians working in conjunction with a seven-member Committee (5 school librarians, a lecturer in school librarianship, and the Director of the Education Centre). Its origin can be traced to a two-day statewide conference[1] in April 1976, of librarians and administrators from within educational systems and from institutions and agencies supporting or servicing education needs.

North Sydney Region representatives at the 1976 conference decided that it was important to follow up the conference theme of support services for school libraries by examining the particular needs of their own Region - what needs and services existed; possibilities and priorities for future development. A one-day regional conference in late 1976 encouraged the conference convenors to more thoroughly explore the complex issues raised. The most frequently expressed needs at that time were for information about resources in the Region and available to the Region, improved services from the Region's Professional Services Centre, and a better means of communication and contact between librarians to promote cooperation.

The convening committee was aware that the N.S.W. State Development Committee (S.D.C.) was prepared to fund task forces during 1977 to assist schools and teachers in the improvement of teaching and learning. A submission was forwarded to the S.D.C. requesting funds to support a task force working in the area of surveying needs, developing cooperative ventures, coordinating local endeavours, and resources and services rationalisation between schools (government and non-government) in North Sydney Region. This was a great initiative. It took the S.D.C. quite by surprise: they had never expected the funds to be used for this sort of purpose. Ultimately, it was one of the few projects that was funded to operate outside the formal system structures.

The purposes of the Task Force project included identification of the resources support and service needs of school libraries in the Region and the agencies through which they are available; determining whether and how these are accessible to schools; promoting and assisting cooperative enterprise between schools and involving support agencies, too, in ways which lead to and involve resource sharing. In other words, the theme of the Task Force project was one of cooperation, coordination and rationalisation of services, resources and facilities.

In the context of today's discussion my remarks will be restricted to a description of the approach which was adopted by the Task Force and one specific type of outcome. A full report of the study is recorded elsewhere[2].

Two experienced school librarians (with backgrounds in primary and secondary government and non-government schools) were seconded to the Task Force for two days a week throughout the second school term of 1977. They visited over 40 schools in the Region and talked to librarians, principals and teachers - to observe the type of library services available in the schools, and apparent and expressed needs and aspirations. Nearly 80% of all schools in the Region were involved in the project in other ways. The Task Force members visited Government departments, public libraries and other community agencies offering services and resources to schools (or having the potential to do so). They examined which services were relevant to schools and any problems which existed in providing access to them. An extensive resources and services directory for Regional schools was prepared as a result of these activities.

The Task Force also looked closely at cooperation between schools and service agencies in the Region - what level and extent of cooperation exists? How much resource sharing is evident? How effective are these activities? How are they being assisted or hindered or ignored? To what extent is the cooperation or resource-sharing formalised? Does not being formalised seem in any way to inhibit the quality of the services being provided? Is it a library group or, in fact, a librarians' group, that is, is it an institutional relationship? Does it matter in terms of what actually happens?

One outcome of the Task Force project which is significant in terms of this conference was a doubling in the number of functioning cooperative librarians' groups or local area groups in the Region. These groups now have involvement by public libraries which has widened the scope of their activities and resource sharing. The groups are responsible for defining their program of activities and the geographical limits of their operation. It is important, too, that they have identifed the operation of the group in terms of geographical and interest bases and not on educational administrative boundaries. This has assisted those who want to cooperate to do so of their own volition and with strong commitment to improve the services which they feel are needed and which they want to offer in their schools.

Library groups in North Sydney Region are notable for their adventurousness and initiative in resource sharing and information exchange. Many have suggested to me that this prominence is due to the effects of the Task Force. The first Schools Commission library resource sharing grant was made to members of the Stanton Area Librarians Group; several other groups have since received similar types of grants. Groups are very active in seeking more effective ways of assisting resource sharing, for example through developing computer-generated KWOC union listings of resources.

It seems to me that the Task Force project was an extremely valuable and effective approach which has resulted in Region-wide benefit. It required an enormous amount of effort and time before, during and after the project period on the part of school librarians and others involved, and this cannot be dismissed lightly. In retrospect, there is now a view which has some currency in the Region that the success of the Task Force and of the voluntary librarians' groups which it assisted and spawned may have mitigated against formal support for these activities. North Sydney is the only Region in the State which does not have a library consultant, a person whom many groups believe could assist considerabley in enhancing the effectiveness of the groups. This has resulted in a re-examination of the manner in which resource sharing activities should be organised and the type and extent of external support which they need.

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NICS: PAST, PRESENT AND FUTURE

Peter McCormack

Some of you have probably heard of NICS. I thought I could tell you exactly what it means. If you look at the two handouts the constitution says it is the Northern Interlibrary Co-operation Scheme and my resume calls it co-operative scheme. I think we will have to opt for the constitution because it is a ratified formal constitution.

I am on the management committee of NICS, as the person responsible for the administration of the Professional Services Centre library. I am not there because of my involvement in and responsibility for school library services in the North Coast region, but because the P.S.C. library is an institutional member.

After my appointment as library consultant I laboriously went through the chairperson's files on NICS. It's quite a weighty tome - a couple of cardboard boxes. I don't know if any of you have gone through the minutes of committee meetings or that kind of thing. It is very hard to pick up the threads to see what actually happens. Suffice it to say that somewhere round about the end of 1976, the Assistant Director of North Coast Region convened a meeting of interested parties, that looked at the whole notion of some kind of co-operative venture for the sharing of resources around the Lismore area. From that, they thought it worthwhile to investigate further. A feasibility study or a group of interested people took it away and examined it a little more closely. Another meeting was convened and people then voted to join or not join the venture.

The achievements of NICS as far as I am concerned include the following:

1. The ratification of a formal consititution.
   I think that a lot of people will be looking to this document for ideas and some structures for their own document. I commend that as I feel a lot of thought has gone into the document.

2. The courier service. The actual mechanism for lending material needs to be formalised and reliable.

3. Crossing departmental boundaries. Whether we like to think it or not there are very real boundaries between different areas of the department particularly primary and secondary schools. NICS also included a range of other information agencies and services all trying to provide something of value to the community.

The one thing the Department of Education has done for NICS is to provide a chairperson. The professional assistant to the North Coast Regional Director is in fact the current chairperson.

The appendix to the Nics constitution (Appendix A) gives some idea of the directions in which NICS should be heading. This is from a departmental letter about NICS. These have not all been achieved.

Marjorie Lobban

I was the high school's representative on the Management Committee for about 18 months. It's only just recently that I've started to think of some of the disadvantages of NICS as far as the school librarians in the area are concerned.

Firstly, the impetus for participation in NICS came from the regional office of the Department of Education. It did not come from individual school librarians. Now, if you come to a library in the area, you are automatically part of NICS. There is no other organised group of librarians.

Secondaly, the initiatives within NICS come mainly from the CAE and public libraries. School librarians just tend to drift along with other initiatives. Thus innovations within schools in this area just aren't happening.

Though the Department of Education provides the chairperson for NICS, the librarians feel that they make little contribution apart from that. It is not a very supportive environment. Many of us have been looking forward to the appointment of a library consultant, the position Peter now holds to help stimulate further activity by school librarians.

Thus a group such as NICS may be seen to stifle innovation and action, especially as most of us were not active participants in the establishment. It should not be seen as an end in itself, or the 'ultimate' development.

COMMON PROBLEMS - COMMON SOLUTIONS: WORKSHOP REPORTS

In compiling information for inclusion in the section on regional developments, contributors were asked to indicate the major difficulties and achievements of groups in their region. These were not for publication, but were used to assist in identifying common problems, encountered together with some possible solutions developed by resource co-ordination and librarians' groups.

Eight major problem areas were identified. These tend to be somewhat interrelated:

1. Getting started.
2. Establishing the Group's goals.
3. Approval to attend meetings.
4. Availability of in-school time for meetings.
5. Relief staff to attend meetings.
6. 'Official' recognition of meetings.
7. Negotiating details of formalised arrangements.
8. Lack of funds to expand.

A summary of the six group reports appears below. While the 'problems' were relatively easy to recognise and discuss, formulation of solutions was more difficult. The underlying principle to emerge from the various groups was the necessity to ensure recognition of the validity of librarians' groups from the regional level.

PROBLEM LISTED	SUGGESTED SOLUTIONS
1. Getting started.	1.1 Circularise a letter.
	1.2 Keep within restricted area/small group.
	1.3 Inform other schools, principals, regional personnel of what you are doing/planning.
	1.4 Work through the District Inspector.
	1.5 Seek assistance from library consultant, public and other libraries.
	1.6 Begin group for a specific purpose (e.g., Sharing of video portapaks).
	1.7 Undertake a small project, then progress to more complicated ventures.
	1.8 Identify your area's needs.
	1.9 Meet outside school hours to begin with and work back into school time.
2. Establishing Groups' Goals.	2.1 Identify needs and resources to match these. Use an initial 'buzz' session.
	2.2 Establish specific objectives from general aims. For example: General: Communicate amongst librarians, Specific: Develop Union listings Produce Newsletter.
	2.3 Examine what other groups have done. See the North Sydney Task Force Report.
	2.4 Define areas, who and what is included.
	2.5 Start keeping records.
3. Approval to attend meetings.	3.1 Inform, involve and provide feedback to school executive, District Inspector, regional authorities.
	3.2 Use resources and strategies of inservice development activities.
	3.3 Identify and use the procedures of other subject/area groups.
	3.4 Develop school-based support through school -based inservice course for fellow staff members.
	3.5 Have a well planned agenda to circulate, together with specified group goals.
	3.6 Go slow and start small.

PROBLEM LISTED	SUGGESTED SOLUTIONS
4. In-school time for meetings.	4.1 Meet outside school hours initially to establish credibility of the group. Then seek approval for in-school time for meetings, from regional and district authorities and your school executive.
	4.2 Use resources and strategies of inservice development activities.
	4.3 Cultivate staff support by explaining the improved services to flow to teachers and students from participation in such meetings.
	4.4 Use sports afternoons when fewer people will be inconvenienced.
	4.5 Regularise the number of meetings per term. Be able to identify the dates in advance.
5. Relief staff to attend meetings.	5.1 Apply for recognition of meetings as an inservice development activity requiring relief staff.
	5.2 Relief staff may be provided at the discretion of the principal. The principal then needs to be convinced of the validity of the meetings.
6. 'Official' recognition of meetings.	6.1 Inform, involve and provide feedback to the school executive, District Inspectors and regional authorities. Always send agenda and minutes to your principal, District Inspector and Regional Director.
	6.2 Seek such recognition with a well documented submission including tangible examples of the group's activities (e.g., directories, Union lists).
	6.3 Lobby. Get to know those in a position to assist. Ensure that they are well informed about your group's goals, membership and the nature of its activities.
	6.4 Link with other regional curriculum developments and committees. Offer to assist non-librarian groups in organising resources, lists, etc.
7. Negotiating details of formalised arrangements.	7.1 Examine constitutions and guidelines of other groups.
	7.2 Draw on the expertise of library consultants, District Inspector and other regional personnel.
	7.3 Base the initial agreement on one particular activity, e.g., borrowing items from a union list.

PROBLEM LISTED	SUGGESTED SOLUTIONS
8. Lack of funds to expand.	8.1 Annual levy on participating schools. 8.2 Use all available sources of funds. These may include School-Based Initiative Program Grants, Schools Commission Library Resource Sharing Grants, Special Projects (Innovations) Grants, Multicultural allocations, and Directors' contingency funds. 8.3 Approach local service clubs.

RESOURCES CO-ORDINATION IN THE SOUTH COAST REGION

Les Davis

THE PROBLEM

In recent times, trends in curriculum development in New South Wales towards more diversified and locally based curricula and student centred inquiry learning rely heavily on a wide variety and a large number of resources. (L.A.A., 1977)

At the school level the number and type of resources required to support school based curriculum development is continually growing and changing.

At present it does not seem practical to provide a total range of resources within each school. The high cost of some resource materials and the quite variable usage patterns of some resources preclude their purchase by individual schools.

Consequently the ever growing demand on materials and services available to the children and teachers of a school through its own library/resources centre results in the inability of the school to provide these resources from its own funds and the traditional insular attitude of self sufficiency held by many schools with pride is being seriously eroded and indeed out-dated.

The need to examine resources provision within the school to support curriculum development at the school level and to explore a range of support services necessary to assist schools to meet curriculum demands has been generally recognised by educators at State and National levels, (UNESCO, 1976; C.D.C., 1976; LAA, 1976).

A further area of concern to teachers is lack of access to resources for curriculum planning and implementation. Unless this frustration is relieved serious problems and eventually wholesale rejection of the School Based Curriculum Development (S.B.C.D.) philosophy will result.

The problem at hand is, therefore, the provision of a satisfactory resources support service for curriculum development at the school level.

For the purpose of this paper the analysis and processes seen to be appropriate to the solution of this problem will be confined to the relevant situation as it stands in the South Coast Region of the New South Wales Department of Education.

The South Coast Region covers an area of 53,499 square kilometres, an area approximately equivalent to that of Scotland. The Region contains two hundred and sixteen Government Schools and sixty three non-Government schools Enrolments at the Government schools exceed 70,000 in 1980.

By its very nature, the problem under review is a most complex one and no single achievable solution presents itself as being the panacea to satisfy all the varied and specialised needs for resources felt and expressed by schools.

However, one proposal comes to mind that may go a long way towards solving the problem. It is proposed that a Regional Learning Resources Co-ordinating Committee be established in the South Coast Region. In brief, the committee would represent the Region's schools and information agencies and its role would be to systematically analyse resource support services available to schools in the Region and suggest, develop and co-ordinate the implementation of policies and procedures designed to develop and improve these resource support services.

THE PROPOSED REGIONAL LEARNING RESOURCES CO-ORDINATING COMMITTEE (R.L.R.C.C.)

Keeping in mind the many interrelated implications of the existing Regional functions, particularly those embodied in the activities of the Policy and Planning Group, the many facets of the Staff Development Programme, and the needs and directions of the Curriculum Development Committees and working parties, the need to establish a Regional Learning Resources Co-Ordinating Committee is all too clear.

Much activity has taken place at both Regional and local level in an ad hoc manner with regard to learning resource materials. The well-intentioned activities of many groups and individuals, has led to a plethora of systems and avenues of resources support. Confusion and inaccessibility reign supreme.

Rising costs and infrequent usage demand greater co-operation at Regional and local levels. Resources sharing is rapidly becoming a necessity rather than a novelty.

There also exists a greater need for critical "hands on" evaluation of resources through an organised display and review system in this climate of School Based Curriculum Development. As the need for software increases so too the need for information services relating to equipment and other audio-visual hardware grows and grows.

The Regional Learning Resources Co-Ordinating Committee should, therefore, have as its fundamental purpose:

To advise the Regional Director of considerations, developments, needs, policy and plans to improve the effectiveness of resource provision and use in schools and thier communities throughout the South Coast Region,

by providing a forum for information exchange and activities among the widest possible representation of educational and information agencies in our Region,

in order to facilitate, co-ordinated, and co-operative approaches to solution of mutual resource-related problems.

COMMITTEE TASKS

The immediate tasks for the R.L.R.C.C. Could be seen to be:

1. To gather as much data as possible regarding:

   - teacher resource needs, current and future,
   - community resource needs, current and future,
   - current resource support services,
   - the amount of duplication in current resource support services,
   - the actual resources held by schools and other resources centres,
   - the time and money spent processing materials,
   - possible future developments in support services.

2. To evaluate the suitability and effectiveness of current procedures and services in meeting current and future needs of schools and communties in the South Coast Region.

3. To develop ongoing recommendations to the Regional Director and the Regional Policy and Planning Group to guide the development, implementation, evaluation and modification of learning resource support services in the South Coast Region.

In its endeavours to achieve these goals the committee should take as wide ranging a view of resource support services to and within the Region as possible. Appendix 1 lists the current resource service centres which could be analysed in terms of their present quality and breadth of service and in terms of their probable development during the 1980's.

Further major tasks are detailed in Appendices 2, 3, 4, 5, and 6. These tasks would be:

- The development and consdideration of rationalisation of resources (Appendix 2),
- The consideration of material support services (Appendix 3),
- The formation of a sub-committee to look solely at resources sharing guidelines, (Appendix 4),
- The consideration of community utilisation of school resources with the aim to improve library services to community (Appendix 5),
- Consider other developments in support services which could affect the South Coast Region (Appendix 6).

COMMITTEE MEMBERS

To enable effective action on these tasks it is essential that the committee be comprised of people with the appropriate expertise, knowledge, skills and attitudes and also representing as many of the relevant institutions, groups and services as possible. The size of the committee should, however, be kept within manageable limits.

The following committee composition has been proposed:

Four Regional Director's representatives -

- Chairman - Inspector of Schools Policy and Planning.
- Senior Education Officer Inservice and Resources.
- Chief Administrative Officer.
- Regional Library Consultant.

A representative of each of the following groups -

- Regional Secondary Principals' Council.
- Regional Primary Principals' Council.
- Secondary School Librarians.
- Primary School Librarians.
- Catholic Education Officer.
- Illawarra Regional Libraries Co-ordinating Committee.
- Wollongong City Library.
- Southern Tablelands Education Centre.
- Wollongong Institute of Education.
- Wollongong University.
- Goulburn College of Advanced Education.
- Technical and Further Education.
- Parents and Citizens Association.

In its deliberations on the aforementioned tasks members of this committee will need to read widely and to consider the activities in other Regions, other States and overseas.

During the deliberations of the committee consideration of the possibilities and problems relating to:

- utilising existing facilities,
- existing staffing patterns,
- developing services,
- developing staffing patterns,
- the need for mobility,
- extended hours,
- financing resource services,
- relevance of services to users,
- servicing the library and the school.

(L.A.A., 1977)

will all take place. It would be foolhardy to expect smooth sailing through all of this. Constant re-thinking, compromise and manoeuvring will be necessary. So little, in terms of Region wide networks exists at the moment. Community of schools based cluster groups and sharing webs are only at the teething stage. Rapid progress to the desired goals cannot be expected but at least the establishment of a Regional Learning Resources Co-ordinating Committee will be a major step in the right direction.

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APPENDIX I - CURRENT RESOURCE SERVICE CENTRES

The following current resource service centres should be analysed in terms of their present quality and breadth of service and in terms of their probable development during the 1980's:-

1. The Professional Services Centre.
2. The Nowra Teachers Centre.
3. The Cooma Teachers Centre.
4. The Southern Tablelands Education Centre.
5. The Barrack Heights Teacher's Centre.
6. The Berkeley Resources Centre.
7. The Wollongong City Library School Resources Centre.
8. The Wollongong Institute of Education.
9. The University of Wollongong.
10. The Goulburn C.A.E.
11. The Small Schools Box Library Centres at Crookwell and Goulburn.
12. The Monaro Public Library Mobile Van and other services.
13. The Shoalhaven Public Library Mobile Van and other services.
14. The Southeast Regional Public Library System.
15. Other Goulburn/Gunning Public Library Systems.
16. Technical College Services and Facilities:
    - Wollongong
    - Dapto
    - Cooma
    - Bega
    - Argyle
    - Goulburn
17. Joint Use Libraries.
18. The Australian Museum.
19. The N.S.W. Film Council.
20. The A.B.C. - Pay special attention to integrative VS. additive resources potential.
21. The State Library of N.S.W.
22. The National Library of Australia.
23. Teaching Resources.
24. Directorate of Studies.
25. The National Curriculum Development Centre (A.C.T.)
26. The O'Connel Resources Centre (A.C.T.)
27. Other.

APPENDIX 2 - THE DEVELOPMENT/CONSIDERATION OF RATIONALISATION OF RESOURCES

Through sharing of existing resources, equipment and facilities and through co-operation purchase and sharing of same.

A. Resource Sharing between Libraries:

1. The Illawarrra Regional Co-Operative Committee.
2. Local Library Association:
   a. STELA (Goulburn - Yass).
   b. SLACAD (Canberra - Queanbeyan).
   c. Library Association of Australia, South Coast Regional Branch.
3. Resource Sharing Groups - between Libraries, (School, Public, others):
   a. Shellharbour Group, (Kiama sub-group)
   b. Wollongong Group, (Port Kembla sub-group).
   c. Ulladulla-Milton Group.
   d. Goublurn Group.
   e. Corrimal Group.
   f. Bowral-Moss Vale Group.
   g. Cooma Group.
   h. Queanbeyan Group.
   i. Bega-Eden-Bombala Group.
   j. Nowra Group.
   k. Dapto Group.
   l. Yass Group.
   m. Moruya-Narooma Group.

B. Resources Sharing between Region (PSC) and Teachers Centres.

C. Resources Sharing between Region (PSC) and Schools.

D. Resources Sharing between Region (PSC) and Education Centre (S.T.E.C.)

E. Resources Sharing between Regions.

F. Resources Sharing between Region and Centre (Division of Services, Directorate of Studies, Planning, Special Education/Guidance).

G. District based distribution of Regional and State Publications.

H. Published dreictories of community resources and support agencies.

I. Directory of regional services and resources.

J. Consideration of selected items.

APPENDIX 3 - CONSIDER MATERIAL SUPPORT SERVICES

TO BE DEVELOPED

Loan collection/Project request -bulk loans.

Film/Video Library - Teaching Resources Film library.
- School/Community Film Circuit.
- Decentralisation of Self Service Video/ Film Collections.

Loan of kits.

Co-operative purchasing of expensive AV equipment and/or software e.g., T.V. studio.

Graphics service - design of visuals, in-house photography, dark room, copy-stand.

Printing - typesetting.

Audio and Video tape duplication.

Equipment repair - Government Stores

Inservice courses, conference centre.

Co-ordination of Commercial Resources Displays.

Professional library - P.S.C. Library.
- Inserice library
- Teacher Centres.
- Satellite Centres.

Shared cataloguing.

Laminating.

Preview facilities.

Centralised processing.

Courier Network.

Exhibition Collectons e.g., CBL, art exhibits.

Resources directory.

Newletters.

Co-operative purchasing.

Textbooks.

Science equipment.

APPENDIX 4 - TASK

Form a sub-committee to look solely at resources sharing guidelines.

Tasks of sub-committee:-

1. Define the role of each library within its institution and in relation to the community.

2. Compile 2 union lists of resources available for inter-library loan.

3. Specify guidelines for inter-library lending -

   - that the extent of participation of member libraries be voluntary.

   - that each librarian disciminates on each loan as to whether the material is available for loan and for how long.

   - that all borrowing are on a library to library basis:

     a) replacement, repair, recompense for damaged or lost items to be undertaken by the borrowing library.

     b) borrowing library to pay for photocopying.

     c) borrowing library is responsible for pick-up and return of borrowed items.

4. Present these guidelines to administrators for approval; each such document should have attached a document outlining that individual library's priorities and the extent of its ability to participate in the scheme, subject to amendment as change.

(adapted from Shintah, 1979).

APPENDIX 5

Consider community utilisation of school resources with the aim to improve library services to the community by:

1. co-ordinating existing library and information services -

   - towards rationalisation of services e.g., AV production, copying.

   - towards rationalisation of book and non-book purchases, particularly those more expensive items which are not frequently used.

   - towards possible bulk buying for larger discounts.

   - towards rationalisation of storage e.g., book magazine holdings.

2. Increasing awareness of services and resources available and thereby enabling more systematic analysis of needs.

3. Preparing for future development of Regional, State and National library networks.

4. Making libraries and a larger pool of resources more accessible to the total community and more responsive to specific community needs.

APPENDIX 6

Consider other Developments in Support Services which could affect South Coast Region.

1. TECHNILLIB.

2. National Library of Australia MARC records.

3. Australian Schools Cataloguing Information Scheme (ASCIS).

4. College Libraries Activities Network of N.S.W. (CLANN).

5. Overseas Jobbers.

6. Library Council of N.S.W. - State Development Plan.

7. The Computer and the Resources Sharing Group:

   a) In-building Use.

   b) Library-Group Use.

   c) As a cataloguing Data Base.

   d) In Central Processing/Purchasing.

   (State Development Course : School Libraries and Information Needs - A Systems Approach has been run twice in 1979 at Kuring-gai C.A.E. It is hoped that a condensed version will be run at University of Wollongong Computer Centre in Term I 1981).

8. Commonwealth School Based Initiatives Program - Resources Sharing Grants.

9. Other.

METROPOLITAN WEST REGION: LIBRARY RESOURCE SHARING GUIDELINES

Bill Gregory

At first sight, it appears comparatively easy to formulate a regional policy calling for library resource-sharing. It is obvious that, for reasons of economy alone, resources, whether they be books, audio-visual equipment, visual teaching aids and so on, should not be duplicated if the demand for and use of those resources are likely to be episodic. The same resource material can, for example, be unused in two or three libraries for months on end and then be intensively used for a short period, only to revert to a dormant state for several more weeks, or even months. A rational sharing among schools and other appropriate institutions of education would, apparently, be easy to implement, given a spirit of co-operation among the humans in the various schools and institutions.

Even with a spirit of co-operation, the ease is illusory, because we are hedged about, quite correctly sometimes, with all sorts of statutory and regulatory requirements, both State and Federal, that cannot be ignored. Where funds are derived from a variety of separate sources, and where those funds are made available within strict guidelines, to reconcile the requirements of the various funding bodies is not easy and, indeed, at times is impossible. For example, a school which has acquired resources from a disadvantaged schools grant (from Federal sources) may not lend those resources to another school. Resources acquired by one school through funds provided by its Parents and Citizens' Association should not be shared with other schools without the concurrence of the Parents and Citizens' Association of the school which owns the resources.

ISSUES TO BE RESOLVED

Even when it is possible to set up a modest resource-sharing scheme within the statutory or regulatory guidelines, various issues have to be resolved. Some of these are:

(a) the adequacy in such circumstances of the school's security and control systems in respect of items supplied for its use;

(b) the effects of increased usage of items;

(c) the necessity for an in-school system which will ensure that when materials are required within a school they will be available;

(d) the designation of persons for control and operation of the scheme when such persons may already be hard-pressed to meet the existing responsibilities of their position.

(e) the attitude of parents towards lending items to other schools, especially if those items have been obtained through local funding.

The policy which I outline here is, of necessity, brief. I emphasise that it has not yet received the formal approval of the Regional Director. At this stage it is formative: it will require revision and expansion in light of Head Office comments on and decisions about a scheme which has been proposed and which involves the sharing of a limited range of resources among some schools, both government and non-government, the Nepean College of Advanced Education and the Penrith City Council.

The resource-sharing of which I speak refers only to library materials and there are three schemes already in operation within the Metropolitan West Education Region. As far as I am aware, there is not yet an instance where a school library building is used extensively and regularly by a community.

The policy revolves around eight basic points.

1. The over-riding consideration will be the quality of the service offered to participating schools and institutions.

2. Resource-sharing among schools and other appropriate institutions will be on a voluntary basis.

3. The participating schools and/or institutions will draw up a written constitution for the conduct of the resource-sharing scheme. Such a constitution will be accepted by each participating school and/or institution. The constitution must be approved by the Regional Director of Education.

4. The management of the resource-sharing scheme will be vested in a committee elected by the participating schools and/or institutions. The Regional Director of Education reserves the right to nominate a representative to the committee.

5. Resource-sharing will not involve those resources which are specifically excluded because of the guidelines within which they were acquired by a school or other institution.

6. Resources acquired through the use of funds provided by a voluntary body associated with a school (e.g., a parents and citizens' association) will not be shared with other schools or institutions without the concurrence of the voluntary body.

7. Resource-sharing will be approved on the understanding that staffing in schools must be within the guidelines laid down from time to time by the Department of Education.

8. Resource-sharing schemes will be carried on within existing accommodation although modifications to existing accommodation may be approved, where appropriate.

PREPARING A CLIMATE FOR CO-OPERATION IN LIVERPOOL REGION

Frank Meaney

I feel a bit embarrassed in being asked to speak about resource sharing as we don't have a policy on the issue. I think that's probably my fault. We have come up with some ideas but we have not put them in a policy. I thought I'd just talk to you about them and you can tell me whether we're on the right track or not.

Firstly we feel that the expansion of libraries on traditional lines cannot go on. When you build schools close together whether they are secondary or primary people need to get together and talk about their library stock. Having said that it ought to happen we don't know how to make it happen in every case.

One of the things we have tried to do is to bring together principals of schools which are close together and talk to them about the role of libraries.

Now I'm proud to say that after 2½ years of this, I was stopped at the Principals' conference the other day when I was urging this course of action and one Principal said "We're getting on with that and developing a common buying policy in the cluster area." In the southern part of our region the primary schools are getting together because they are smaller and are in a small area. The best way to begin is to try to stop the duplication of resources in a small area rather than the whole region. We are encouraging this through Inspectors and Principals so that the librarians can ensure that the shelves of these newer schools are not going to be stocked with books that as Bill said, have 'episodic use'. Rather we would like them to rotate within a small geographic area and wear out rather than become out of date.

Secondly, we've tried to create a positive climate among school principals. You might ask why don't I talk about librarians. This is because the key to the issue of our shared resources will develop at the principal level. The principal is in charge of the school and his/her attitude is the key element in change and development.

I have spent a great deal of time and suffered what I think they call 'aggro' by encouraging people to think about these issues and recently I was helped by a librarian who wrote an article about her experiences in setting up a resource centre in a new school. I have circulated that to all our secondary principals and we have an agreement that we will be calling a meeting. I am convinced we can create a climate whereby resources sharing policies can be implemented because when they're examined clearly they make sense. I do think it has to start at the Principal level. I suppose I am stating here publicly what I have stated often - that no matter what people think, start at the top. Because if you're out of sympathy with the top, or the top is out of sympathy with you the net result is zero. Librarians, in my experience are usually enthusiastic and determined but you all ought to realise that a tactful, enthusiastic approach is much more likely to produce favourable results than a raw, unrefined approach.

To give evidence of our good faith at a regional level I would like to cite the way we have set up resource sharing on a Regional basis dealing mainly with teacher-oriented material. We have established a significant number of centres throughout the region where teachers can go and borrow resource material covering almost every area of the curriculum and some others which don't appear within it.

For example, we do have a multi-media centre. We do have a professional resources centre. We do have a curriculum centre and craft centre and an arts centre. At Smithfield, for example, we do precisely what some of you have been suggesting. There we have what is called a Language Centre which is given a certain amount of money. Because Smithfield is a disadvantaged school it has been able to develop a resource centre in language where teachers from the school can examine almost any piece of equipment or aid that is on the market. Needless to say the staff and Principal share with other schools the facilities of the centre and the Region has assisted by stationing our Language Consultants there with one of them with specific responsibility for the centre. Her job as well as implementing the language program throughout the region is to ensure that there are evaluations taking place of published materials in the language field so that we share our ideas. We do that at the Investigation Centre at Miller also. There the person concerned has the responsibility of purchasing and evaluating the use of equipment in the mathematical field and scientific field.

A listing of the resources these centres contain has been completed by one of our staff using Kuring-gai C.A.E.'s KWOC format. The key-word listing is available on microfiche. A teacher may go to any of the twenty three major resources centres throughout the region and see where the resource that that person wants is located. It is a common system of cataloguing which is being up-dated constantly. We have chosen this way because we are pretty much convinced that if teachers can be educated in the idea of sharing resources for their own benefit it will not take them very long to realise that they can share resources for children. We are determined to push ahead with that. A major problem is that there is a certain degree of mother-henness with respect to library resources. (It doesn't matter what sex the librarian is either.) I have spoken to many librarians about sharing resources and not buying as heavily in some areas because the library just around the corner has a pretty good collection in these areas. It has taken a long time to sell that idea. I am quite sure that comes as a shock to many of you that such is the case but it is true.

The other aspects I want to speak about relate to regional expectations of librarians. One of the things we are trying to inculcate among librarians and principals is the notion that the librarian is not appointed to the school merely to relieve teachers of the daily task of teaching. In fact we are trying to encourage people to believe that the librarian has a very specific role to play in the sharing of resources on a school basis and is not employed as a relief teacher so that everybody gets a period off a week. Another thing we have discussed with principals and inspectors of schools is the notion that the library should try, as far as possible, to move away from what has been often seen as the traditional role of the library which is to teach children library practice, week in and week out, in so called library lessons. Rather they should develop the notion of the library as the school's resource centre where the librarian plays a very important part in the teaching process but not necessarily as a classroom teacher.

It would be beneficial if you, as librarians, could be a more powerful force sometimes. It seems to me that in many curriculum areas programs could be developed with consideration being given to the resources available rather than programs being developed and then the scurry for resources being initiated. Librarians who are fully familiar with their resources and who have a knowledge of curriculum development can play a very significant role in these situations.

The basis of this conviction is, quite frankly, after a child has learned to speak his own language and read in it he doesn't actually need to repeat the experience day in and day out. A wide variety of material can be taught with educational benefit accruing from every part of it. The significant thing is that the content if it is properly treated and resource based can be an educational experience almost without concern. For example, if you look around the library here, you'll see the kids are fascinated with dinosaurs. They always are. I can't imagine anything less useful than an up to date knowledge of dinosaurs. The only thing certain about dinosaurs in our present state of knowledge is that you won't run into one. But children find the whole area of prehistoric animals to be fascinating and realizing that one begins from a motivational base of some power a whole lot can be achieved using all forms of resources - books, films, filmstrips, etc. What I'm really saying here is it would be a very good thing if we could begin to develop some of our learning programs so that the library shelves were in a constant state of ferment as they provided the basis by which the learning programs proceeded.

The third and last point is this. I hope you will join me and wage very heavy war on the purchase of more and more expensive reading programs. It seems extraordinary to me that schools can raise up to $10,000 to purchase a range of reading material, the content of which would insult persons over 9 years of age. But it's sold on the basis that it's beautifully drawn, has graded vocabulary in it and will outlast any attack by barbarians. I find it most difficult to understand why people persist in this. I've argued this for a long while and I calculated in one inspectorate that one school had not been able to provide any more than $300 for purchase of material for the library but had managed to extract up to $36,000 on a school basis for text books. It would not be difficult to imagine what an improvement could have been made in the reosurce centre with money of that kind.

I think that if you truly believe in your professional occupation, you have to be a harbinger of different ideas. You should try to turn back the text book revolution and get the money which parents seem to provide, as if from an endless resource, willingly, so that the school resources grow and are able to be used across broad areas of the curriculum rather than the narrow frenetic areas of reading, mathematics and spelling. Then you would have struck a great blow. This may be a long way from resource sharing in the region but sometimes it does not hurt to share ideas at this level either.

CURRENT SITUATIONS AND FUTURE DIRECTIONS: REGIONAL GROUP REPORTS

After the regional administrators had presented their views on resource co-ordination, participants divided into regional groups to discuss the relationship between the expectations of administrators and the current reality. The purpose of the session was for participants to focus on the strengths and weaknesses of district and regional level activities within their own region.

As part of the final plenary session, regional group leaders summarised their group's discussion and indicated the direction of their future activities. These reports are presented below. All groups saw the need to work at improving the general level of awareness of principals and regional officers concerning the role of cluster, district and regional librarians' groups. There was a marked degree of resolve among participants to achieve the priorities raised by the final session.

CENTRAL METROPOLITAN REGION

A Central Metropolitan Regional Library Committee has been established to help information transfer and communication between librarians groups, to liaise with Curriculum Committees, promote resources sharing, improve and initiate inservice courses and produce a newsletter. The composition of the Committee was criticised as it did not include representatives from non-government schools or public libraries.

The role of the library and librarian has been the subject of discussions involving the primary and secondary library consultants and deputy principals.

The expectations of regional administrators and consultants need to be tempered by the reality of the work force.

Information and resources sharing should unite with public libraries. The successful functioning of the Woollahra/Waverley Resource Co-operative is due in no small part to the generosity of Waverley Municipal Library which acts as a depository for the resource kits and assists in many clerical and administrative ways.

The group sought information and samples of constitutions governing resource sharing schemes. These could appear in Notes and Miscellany.

Central Metropolitan librarians were urged to use every opportunity to address Principals and Infants' Mistresses Councils on the theme of recent developments in library practice and to write articles for the regional publication C-MESH.

Patricia Ward

LIVERPOOL REGION

Liverpool Region at present has a well organised set of informal area librarians' cluster groups which meet regularly. Informal resource sharing arrangements operate between the schools in most of the cluster groups.

There is also an informal regional committee of librarians, LIVERLIBS, (one representative from each cluster group) which meets regularly. Its main functions are to:

(1) communicate - swap ideas, problems and information
- produce the Liverlibs newsletter, Newsle;

(2) suggest topics for inservice courses and often handles the organisation of these as well;

(3) apply for financial assistance to bodies such as the Schools Commission for funds to improve the resources and services available to the students and staff of the Region;

(4) examine, implement, support and rationalise resource sharing systems for the Region.

Liverpool librarians are at present working towards:

(1) involving more primary librarians in both area and regional committees;

(2) publicising the need for the present informal systems of inter-school co-operation to be established along formal lines. There is strong liaison with regional personnel and school administrators.

The Cabramatta-Fairfield-Villawood area Librarians' Group has requested that the region assist them to formalise their procedures for inter-school co-operation. It has been suggested that they use the activities of the Group (especially the resource sharing activities) as the basis for a regional pilot project.

Jo Shintah

METROPOLITAN WEST REGION

The current reality of resource sharing in the Metropolitan West Region has been initiated by the librarians in the region. This has pre-empted the development of regional expectations.

The Metropolitan West K-12 Library Committee will be used as an avenue to help overcome present communication gaps. The group will also investigate the possibility of consultants representing regional librarians speaking at Principals' meetings.

Secondary librarians were encouraged to meet with their feeder primary school librarians at least once per term.

The Regional Director needs to be approached to notify principals that librarians are to be released for one afternoon per term to discuss resource sharing and related matters.

Audrey Perry

NORTH SYDNEY REGION

The North Sydney Regional Library Committee has been re-activated and is being expanded.

Each seminar participant was encouraged to report back to his/her librarians' group and suggest a joint meeting of all groups to discuss priorities for 1981. Group meetings should discuss the allocation of school time for professional meetings. If all groups are in agreement the assistance of the North Sydney Region Library Inservice Committee may be sought to carry this discussion further.

Each librarians' group should seek to keep regional personnel and school executives informed by submitting meeting minutes and inservice course reports to Curriculum Action for publication.

Ron Smith

ST GEORGE REGION

It would appear that, at the Regional administrative level, there is little awareness of the activities or role of the teacher librarian. The reason for this may possibly lie with the librarians themselves, as there has been only minimal formal contact between teacher-librarians and administrators.

St. George teacher librarians have always displayed a considerable degree of independence. The establishment of zone meetings, inservice activities, and resource sharing between neighbouring schools, has been very much at the personal level, without administrative support at the school or regional level. Many of the achievements of librarians have occurred because of the personality of the librarian and his/her relationship with individual principals. This has been necessary because of the lack of a Regional consultant.

The majority of librarians have not experienced major problems with Principals, in respect of release time for attendance at activities, and there has always been administrative support for inservice course proposals. However, allocation for such courses has been combined with that for English/Reading, a fact which is scheduled to be altered in 1981.

The establishment in 1980 of the position of Regional part-time Library Consultants, in both the primary and secondary areas, was a major achievement for teacher librarians. The appointment was gained basically, by a small committee of secondary librarians who were active, and successful in 1979, in demonstrating to the administration the need for a Regional consultant/co-ordinator.

The committee, the St. George Regional Teacher Librarian Committee, is continuing in 1980, under the guidance of an Inspector and aims to draw attention to the role of the teacher librarian.

Early in Term III, the Committee will publish the first issue of a Regional newsletter, with proposed distribution to librarians, principals, and administration.

Term III will also see an Inservice course to discuss 'resource sharing'. Regional representatives, in addition to school and municipal librarians, have been invited to attend, and it is hoped that the outcome of the days activities will see a development in the role of the teacher librarian.

Resource sharing in St. George has been occurring for several years, but has been based on approaches made by individual teacher librarians, or other members of the school staff. There is, however, a recognition by Principals that this co-operation is occurring.

As far as the future is concerned, the immediate needs of St. George teacher librarians include the publication of the newsletter which will keep librarians informed, as well as providing a means of communication between teacher librarians.

The rationalizing of the functions of the consultant and of the St. George Region Teacher Librarian Committee must occur during the next year as the demands of the Region change and the role of the consultant becomes more clearly defined.

Mandy Alexander

WESTERN AND RIVERINA REGIONS

The strengths in both regions lay in active librarians' groups which combine strong enthusiasm with a sense of co-operation. Western Region librarians also feel they have considerable support from regional personnel though the full potential of and possibilities for inter-library co-ordination and co-operation has not yet been fully appreciated. It was felt that if the librarians take the lead, they will be supported.

The major weakness in both regions focus on the distances involved and the lack of adequate intra-regional communication systems. Public library servcies in both regions are not as well developed as they could be.

Riverina region too is not helped by the fact that some areas are geographically in one region and administratively in another.

Directions for future action were listed:

1. There needs to be a Technological Committee to investigate the application of computer techniques to resource sharing problems.

2. There needs to be an investigation into the ways and means of reducing the load of school librarians by the establishment of Technical Processing Centres.

3. School executives need to develop an understanding of the role of the librarian as a resource person in both primary and secondary schools.

4. Librarians should use/make opportunities to speak to Principals' Councils on the role of librarians.

5. Guidelines need to be formulated governing the loan of resources provided by funds from groups such as Parents and Citizens' Associations.

Maurice King

HUNTER, NORTH COAST, SOUTH COAST REGIONS

Participants from Hunter, North Coast and South Coast regions discussed ideas for improving the communication and understanding of expectations between administrators and librarians. The following range of procedures was suggested:

1. Within-school, between school/district and regional inservice courses with input on planning for resource-based teaching. This can be tied in with curriculum development activities including CD5 and Reading K-12 activities.

2. District, regional and state conferences for library administrators.

3. Consultants and representatives from library groups to address principals, deputies, masters/mistresses' meetings, teachers' councils, associations and conferences on the theme 'Curriculum Development and the Library: the Implications'.

4. Publication of excerpts of today's seminar to be made available to all regional administrators and principals.

5. An article on resource sharing in The Leader.

6. Continuing information in Notes and Miscellany.

7. Have teachers in training spend one day of their practice session in an effective school library.

8. Develop regional co-ordinating committees to represent all educational and information agencies, librarians and administrators to advise regional directors.

9. Hold statewide conferences of library administrators and institutional administrators.

10. Clone Les Davis and put one in every region.

CENTRAL METROPOLITAN REGIONAL DEVELOPMENTS

Consultants/Advisors:	Dot Hoy (Primary)	Professional Services Centre 65 Albert Road, Strathfield, 2135
	Susan Lynch (Secondary)	Maroubra Junction Girls' High School Anzac Parade, Maroubra, 2035
Type of Appointment:	Dot Hoy	Full Time/Primary
	Susan Lynch	2 Days/Secondary

Names of Known Librarians' Groups/gatherings in the region:

1. Central Metropolitan Regional Library Committee
2. Burwood Area Librarians' Group
3. Ashfield/Burwood Primary T/L's
4. Marrickville T/L's K-12
5. Sydney City T/L Group K-12
6. Maroubra/Randwick Secondary T/L's
7. Maroubra/Randwick Primary T/L's
8. Hunter's Hill/Ryde Primary T/L's
9. Leichhardt Multicultural Resource Sharing Group
10. Eastern Suburbs Resource Sharing Group
11. Woollahra Resource Sharing Group
12. Ryde Area Librarians' Group

1. CENTRAL METROPOLITAN REGIONAL LIBRARY COMMITTEE

Group Membership: Representatives of Primary and Secondary Government School (District Representation)

Geographic Boundaries: Central Metropolitan Region

Frequency of Meetings: Twice per term

Contact Person: Chairman - Mr. Norm Green
(Regional Director's Representative)

Regional Consultants - Dot Hoy or Sue Lynch

Nature of Group's Activities:

- To improve the quality of school library services in the region for the benefit of students, teachers and the community.
- To promote professional development of teacher librarians.
- To support and co-ordinate the local library networks to improve resource services within and between schools.
- To identify priorities for consultancy services.
- To assist with the development of innovative projects and programs.
- To rationalise the selection and use of resources.
- To assist with the development of school library policy.
- To facilitate communication with central Library Services.
- To liaise with non-departmental library agencies.
- To co-operate with Regional Curriculum Committees to ensure the most effective use of learning resources.

Committee incorporates 3 sub-committees.

- Inservice
- Newsletter
- Support/integration

Publications of Group:

- Regular regional Newsletter, K-12 Newsletter for Teacher-Librarians.

2. BURWOOD AREA LIBRARIAN'S GROUP

Group Membership: Primary/Secondary, SSP Schools, Government/ Non-Government, plus local Public Library.

Geographic Boundaries: Burwood Municipality, Ashfield Municipality, to be included from Term 3, Strathfield and Concord Municipalities.

Frequency of Meetings: Once a Term.

Contact Person: Chairman: Janet Grant, M.L.C. Burwood.

Nature of Group's Activities:

- Resource Sharing (Grant - Multicultural formal constitution).
- Multicultural artefacts collection.
- Mutual support.
- Periodical resource sharing group. (Secondary)

3. ASHFIELD/BURWOOD PRIMARY T/L's

Group Membership: Primary Government and Non-Government Schools.

Geographic Boundaries: Ashfield/Burwood Municipalities and Department of Education boundaries.

Frequency of Meetings: Once per Term.

Contact Person: Bobbie Lyons, Strathfield South Primary School.

Nature of Group's Activities:

- Mutual support.
- Professional development.
- Informal resource sharing.

4. MARRICKVILLE T/L's K-12

Group Membership: Government and Non-Government Primary and Secondary Schools.

Geographic Boundaries: Marrickville, Petersham.

Frequency of Meetings: Twice per Term.

Contact Person: Diane Pedemont, Marrickville Primary School.

Nature of Group's Activities:

- Mutual support.
- Professional development.
- Resource Sharing: Realia Project.

5. SYDNEY CITY T/L's K-12

Group Membership: Primary, Secondary Government and Non-Government Schools.

Geographic Boundaries: Waterloo, Redfern - South Sydney Municipality Sydney City and Paddington.

Frequency of Meetings: Twice per Term.

Contact Person: Diana Collins, Cleveland Street Boys' High School.

Libby Hathorn, Gardiners Road Public School (Primary).

Nature of Group's Activities:

- Mutual support.
- Professional development.
- Resource Sharing.

* Some secondary members, South Sydney and Sydney City Libraries at present producing a union list of periodicals.

Publications of the Group: Union list of periodicals.

6. RANDWICK/MAROUBRA SECONDARY T/L's

Group Membership: Government and Non-Government Secondary Schools and Public Library.

Geographic Boundaries: Randwick/Waverley/Botany Municipalities
Randwick/Maroubra District

Frequency of Meetings: Twice per Term

Contact Person: Sue Lynch, Maroubra Junction Girls' High School

Nature of Group's Activities:

- Mutual Support.
- Professional Development.
- Some Schools involved in Eastern Suburbs Resource Sharing Group.

1980 Program

Term 1 - Meeting: Waverley Municipal Library - "Fiction for Teenagers".

Term	Date	Topic	Venue
2	4. 6.80	Intro. to Library Services Selection Policy Inservice Library	Library Service North Sydney
2	23. 7.80	Library Housekeeping-records, use statistics, circulation systems	A school library to be chosen
3	8.10.80	Money - how to get it and make it go further	School Library to be chosen
3	12.11.80	Multicultural Education	Venue to be decided

Meetings start at 1.30 and finish at 3.30 p.m.

7. MAROUBRA/RANDWICK PRIMARY

Group Membership: Government and Non-Government Primary Schools.

Frequency of Meetings: Twice per Term.

Contact Person: Marlene Kerr, Maroubra Junction Primary School.

Nature of Group's Activities:

- Mutual support.
- Professional Development.
- Informal Resource Sharing.

8. HUNTER'S HILL PRIMARY T/L's - (Considering amalgamation with Ryde Area Librarians' Group).

Group Membership: Government and Non-Government Primary Schools.

Geographic Boundaries: Leichhardt/Hunter's Hill/Five Dock/Ryde (last meeting only).

Frequency of Meetings: One per Term.

Contact Person: Joan Johnston, Five Dock Primary School.

Nature of Group's Activities:

- Mutual support.
- Professional development.
- A/V Resource sharing - some schools from each of above areas - Union Catalog - each School photocopies cards for latest additions and sends a copy to all other schools in the group.
- Co-operative buying scheme (School Magazine Books only) - 20% discount.

9 LEICHHARDT MUNICIPALITY MULTICULTURAL RESOURCE SHARING PROJECT

Group Membership: Government and Non-Government Primary and Secondary Schools.

Geographic Boundaries: Leichhardt Municipality.

Contact Person: Pamela Noller, Balmain High School.

Nature of Group's Activities:

AIMS: To bring about an understanding of the diverse cultural groups within the municipality. To foster in young people an awareness of their cultural identity.

HISTORY: In 1978, the project was established with a grant of $23,000 from the Schools Commission to organize a collection of multicultural resource materials. The Municipal Children's Librarians and Teacher-Librarians from State and Independent schools began the task of collecting. The project was officially launched by Mr. Al Grassby in October, 1979.

PROBLEMS: Lack of time for - completion of cataloguing
- distribution and promotion of the project

since the organizing committee were not released from their daily jobs to do so.

FUTURE POSSIBILITIES: In March, 1980 the Principals of the participating schools made a submission to employ a co-ordinator to complete all processing and to organize the distribution of materials.

SCHOOLS INVOLVED: Annandale P.S., Balmain H.S., Kegworth P.S., Leichhardt H.S., Leichhardt P.S., Orange Grove P.S.

10. EASTERN SUBURBS RESOURCE SHARING GROUP

Group Membership: Government and Non-Government Secondary and Primary Schools.

Geographic Boundaries: Waverley/Randwick/Woollahra Municipalities.

Frequency of Meetings: as required - once per term usually.

Contact Person: Moya Doolan could be approached (Randwick Boys' High School.)
The School which proposed the initial submission is Marcellin College - (Librarian - Louise Minutillo.)

Nature of Group's Activities:

. Resource sharing (mainly Video Tapes) - subject specialisation.

Publications of the Group:

. Considering a KWOC Index.

11. WAVERLEY/WOOLLAHRA RESOURCE SHARING GROUP

Group Membership: Government, Non-Government Schools, Waverley Municipal Library.

Geographic Boundaries: Woollahra District.

Contact Person: Judith Reed, Ascham School.
Naida Tattersall, Waverley Municipal Library.

Nature of Group's Activities:

The group applied for and received a Schools Commission grant to develop Curriculum Resource Kits. The objective was to purchase expensive resources unlikely to be bought by indivdual schools. The kits are housed in Waverley Municipal Library and are available for loan to participating schools for a period of one month. Teachers are responsible for booking and collecting the kits. A booklet listing the contents of the kits is available to participating schools from Waverley Municipal Library.

12. RYDE AREA LIBRARIANS' GROUP

See No. 10 under North Sydney Regional Developments.

Information on Central Metropolitan Regional developments gathered by Sue Lynch, Secondary Library Consultant.

HUNTER REGIONAL DEVELOPMENTS

Consultants/Advisors:

Miss Mary Tinlin (Primary)
Advisory Services Centre,
P.O. Box 90,
Waratah, 2298

Phone: (049) 67 4000

Mr. Les Campbell,
C/- Broadmeadow High School,
Lambton Road,
Broadmeadow, 2292

Phone: (049) 52 3355

Type of Appointment:

Mary Tinlin - Full time Primary Consultant

Les Campbell - One day/week Secondary Consultant

Names of Know Librarians' Group/gatherings in the Region:

1. School Library Association, Newcastle Chapter
2. Broadmeadow Co-operative Purchasing Group
3. Upper Hunter Librarians Group

1. SCHOOL LIBRARY ASSOCIATION, NEWCASTLE CHAPTER

Group Members: Interested teacher librarians, teachers and others from Government and Non-Government Primary and Secondary schools.

Geographic Boundaries: Hunter Valley area.

Frequency of Meetings: Monthly (at night).

Contact Person: Miss Mary Tinlin (Publicity Officer)
Advisory Services Centre,
P.O. Box 90,
Waratah, 2298
Phone: (049) 67 4000

Nature of Group's Activities:

- Discussion of needs of librarians.
- Meetings to hear guest speakers
- Awareness raising in areas pertaining to teacher librarianship
- Naming ideas and problems
- Social activities

2. BROADMEADOW CO-OPERATIVE PURCHASING GROUP

Group Membership: Primary and Secondary Government and Non-Government schools, Newcastle University and Newcastle C.A.E.

Geographic Boundaries: Scone to Gosford.

Frequency of Meetings: Regularly.

Contact Person: Les Campbell,
C/- Broadmeadow High School,
Lambton Road,
Broadmeadow, 2292
Phone: (049) 52 3355

Nature of the Group's Activities:

Co-operative discount purchasing ventures.
(Estimated annual savings to participating schools in the range $25,00 - $30,000. This level of activity has been maintained for 7 years.)

3. UPPER HUNTER LIBRARIANS

Group Membership: All schools librarians and public librarians in the area (about 30 members).

Geographic Boundaries: Murrurundi to Singleton to Merriwa, including Scone, Muswellbrook.

Frequency of Meetings: 2 per Term.

Contact Person: Mrs. Dawn Morris,
Muswellbrook Primary School,
P.O. Box 117 ,
Muswellbrook, 2333

Nature of Group's Activities:

- Providing Mutual support.
- Exchanging material on a one to one basis.
- Exchanging ideas.

Information on Hunter Regional developments gathered by Mary Tinlin, Library Consultant.

LIVERPOOL REGIONAL DEVELOPMENTS

Consultant/Advisors: Michael Burdon

C/- Multi Media Resource Centre
Villawood East Primary School
Lowana Street,
VILLAWOOD.

Telephone: 726 4927

Type of Appointment: Full Time

Names of Known Librarians' Groups/gatherings in the region:

1. Liverlibs. - Liverpool librarians
2. Millibs. - Miller and Liverpool Librarians (Secondary)
3. Fairfield, Cabramatta, Villawood Secondary Librarians Group
4. Bankstown East Hills Secondary Librarians Group
5. Campbelltown Ingleburn Camden Secondary Librarians Group
6. C.I.C.: Campbelltown, Ingleburn, Camden Primary Librarians Group

1. LIVERLIBS

Group Membership: Representatives of secondary school district/ area groups.

Geographic Boundaries: Liverpool Region.

Frequency of Meetings: Twice per Term.

Contact Person: Jo Shintah, Cabramatta High School.

Nature of Group's Activities:

- Exchange of ideas and information across the region.
- Co-ordination of resource sharing.
- Submission to the region.
- Moral support for participating groups.
- Regional news sheet.

Publications of the Group:

- Regular newsletter produced called Newsle.

2. MiLLIBS.

Group Membership: Secondary Schools.

Geographic Boundaries: Miller and Liverpool Districts.

Frequency of Meetings: Twice per Term.

Contact Persons: Jacki Hawkes, Busby High.
Christine Bellchambers, Hoxton Park High.

Nature of Group's Activities:

- Resource sharing video, periodicals and both book and non-book materials.
- Providing support for 3 new secondary T/L's.

3. FAIRFIELD-CABRAMATTA-VILLAWOOD LIBRARIANS GROUP

Group Membership: Secondary Government and Non-Government schools, Fairfield and Chester Hill Municipal Libraries.

Geographic Boundaries: Fairfield, Cabramatta and Villawood Districts

Frequency of Meetings: Twice per Term.

Contact Person: Jo Shintah, Cabramatta High School.

Nature of Group's Activities:

- Mutual support
- Sharing periodicals
- Sharing video tapes
- Fiction 'round-robbins'
- Sharing ideas and information.

Publications of the Group:

- KWOC list of videotapes in preparation
- Periodicals being held on cards at Fairfield Municipal Library.

4. BANKSTOWN EAST HILLS SECONDARY GROUP

Group Membership: Government Secondary Schools - Non-Government schools to be invited.

Geographic Boundaries: Bankstown and East Hill Districts.

Frequency of Meetings: Twice per Term.

Contact Person: Phil Bowden, Condell Park High.

Nature of Group's Activities:

- Resource sharing in periodicals and video tapes.

Publications of the Group:

- Preparing union list of resources available from contributing schools.

5. CAMPBELLTOWN, CAMDEN, INGLEBURN RESOURCE SHARING GROUP

Group Membership: Secondary Government and Non-Government Schools and Campbelltown Municipal Library.

Geographic Boundaries: Campbelltown, Ingleburn and Camden Districts.

Frequency of Meetings: Twice per Term.

Contact Person: Jenny Knox, Ingleburn High School.

Nature of Group's Activities:

- Mutual support.
- Resources sharing of video and periodicals.
- Submissions re co-ordinating of resources sharing in their districts to Schools Commission.

Publication of the Group:

- Preparing Union List of video.

6. C.I.C.

Group Membership: Primary School T/L's.

Geographic Boundaries: Campbelltown, Ingleburn, Camden Districts.

Frequency of Meetings: Twice per Term.

Contact Person: Christine Rae, Woodland Road Primary.

Nature of Group's Activities:

- First meeting was held Term 3, 1979.
- Mutual Support.
- Beginning to set objectives for the groups activities - e.g.,
  1) is resource sharing viable?
  2) swap ideas
  3) policy for Primary school library curriculum.

Publications of the Group:

- Newsletter to participants.

Information on Liverpool regional developments gathered by Michael Burdon, Library Consultant and Jo Shintah, Cabramatta High School.

METROPOLITAN WEST REGIONAL DEVELOPMENTS

Consultant/Advisors: Audrey Perry (Secondary) Cumberland High School Library,
183 Pennant Hills Road, Carlingford. 2118

Shirley Grant (Primary) Professional Services Centre,
Parramatta North. 2151

Type of Appointment: Audrey Perry - Part-time Secondary,
Block release (10 weeks per year).

Shirley Grant - Full-time.

Names of Known Librarians' Groups/gatherings in the region:

1. Cumberland/Parramatta Librarians Association.
2. Auburn/Granville Co-operative Buying Scheme.
3. Katoomba/Springwood Librarians group.
4. PENLIBS.
5. District Groups.
6. Nepean Library Network.
7. Merrylands Inspectorate Resource Sharing Scheme.
8. Blacktown North Schools Resource Sharing Scheme.
9. Granville Inspectorate Resource Sharing Scheme.
10. Windsor/Colo Joint Library Resource Sharing Scheme.

(Moves towards a regional library committee are underway. Two regional publications are produced at present, Library Links (K-6) edited by Shirley Grant and Metropolitan West Library Nesletter (K-12).

1. CUMBERLAND/PARRAMATTA LIBRARIANS ASSOCIATION

Group Membership: Secondary, Government and Non-Government schools.

Geographic Boundaries: Parramatta District and Muirfield High School.

Frequency of Meetings: One afternoon per Term.

Contact Person: Julie Barry, Muirfield High School.

Nature of Group's Activities:

- Providing mutual support.
- Deciding those areas of library service and materials in which the schools can co-operate.
- Sharing information on school Periodical holdings.

2. AUBURN/GRANVILLE CO-OPERATIVE BUYING SCHEME

Group Membership: Secondary Government and Non-Government schools.

Geographic Boundaries: Granville District.

Contact Person: Del McGuinness, Auburn Girls' High School.

Nature of Group's Activities:

- Sharing Multicultural Resources.

3. KATOOMBA/SPRINGWOOD LIBRARIANS GROUP

Group Membership: Primary and Secondary Government and Non-Government schools.

Geographic Boundaries: Blue Mountains Region of Penrith District.

Contact Person: Dawn Anderson, Springwood High School.

Nature of Group's Activities:

- Providing mutual support.

4. PENLIBS

Group Membership: Secondary Government and Non-Government and Penrith City Library.

Geographic Boundaries: Penrith City Council Area.

Contact Person: Heather Thelfall, Colyton High School.

Naure of Group's Activities:

- Mutual Support.
- Developing a resource file for H.S.C. English students.

5. DISTRICT GROUPS:

Blacktown North, Blacktown South, Castle Hill, Granville, Merrylands, Parramatta, Windsor, Pendle Hill, St. Marys, Penrith, Mount Druitt/ Shalvey.

Group Membership: Primary and/Secondary S.S.P. Schools - Government and Non-Government.

Geographic Boundaries: District boundaries for each area named above.

Frequency of Meetings: Once per Term.

Contact Person: At each meeting an organiser is appointed for the next meeting except in two of the groups - Penrith and Mount Druitt/Shalvey where there are contact people.
Penrith - Laurie Davies, Blaxland East P.S.
Mt. Druitt/Shalvey - Kath Hogg, Shalvey P.S.

Nature of Group's Activities:

- Providing mutual support
- Meetings provide a variety of activities e.g., guest speakers, demonstrations, panel discussions etc. Some sharing or resources on an individual basis.
- Sharing ideas and teaching methods. etc.

6. NEPEAN LIBRARY NETWORK

Group Membership: All educational institutions in the Penrith City Area, including Penrith City Library and Nepean C.A.E.

Geographic Boundaries: Penrith City Library's Service Area.

Contact Person: Mr. Gordon Trist, Principal, York Public School.

Nature of Group's Activities:

- The objects of the network are to create, organise and make available in a central location, curriculum packages which will include audio and visual materials based on subject themes relevant to curricula.

Publications of the Group:

1. Constitution only at this date.

7. MERRYLANDS INSPECTORATE RESOURCE SHARING SCHEME

Group Membership: 4 Primary Government schools, 2 Non-Government Primary schools, 1 S.S.P.

Geographic Boundaries: Merrylands District.

Frequency of Meetings: Once per Term.

Contact Person: Mr. Bob O'Brien, Principal, Ringrose P.S.

Nature of the Group's Activities:

- Sharing Audio Visual materials.
- Group has been funded $4,500 from School-based Initiative Funds and $9,000 from the Schools Commission.

8. BLACKTOWN NORTH SCHOOLS RESOURCE SHARING SCHEME

Group Membership: Primary and Secondary Government and Non-Government schools (16 schools).

Geographic Boundaries: Blacktown North District and immediate surrounding schools.

Frequency of Meetings: Committees once per month - whole group once per term.

Contact Person: Mr. Harry Jones, Principal, Crawford P.S.

Nature of Group's Activities:

- To share existing resources and the resources purchased by the co-operative.
  This scheme is not operating yet but all committees have been formed and the constitution is being developed.

9. GRANVILLE INSPECTORATE RESOURCE SHARING SCHEME

Group Membership: 11 Primary Government schools.

Geographic Boundaries: Granville District.

Frequency of Meetings: Approximately once per Term.

Contact Person: Mrs. Lyn Burgess, Teacher/Librarian, Auburn P.S.

Nature of Group's Activities:

- To share the participating schools' existing resources and the co-operatives items.

Publications of the Group:

- A printed list of the group's holdings.

10. WINDSOR/COLO JOINT LIBRARY RESOURCE SHARING SCHEME

Group Membership: This scheme is in the planning stages. Windsor Council has employed a researcher to do a survey of needs.

Information on Metropolitan West Regional developments gathered by Audrey Perry, Secondary Library Consultant and Shirley Grant, Primary Library Consultant.

NORTH COAST REGIONAL DEVELOPMENTS

Consultants/Advisors:

John Smith
Senior Education Officer (Media/Resources)

Peter McCormack,
Senior Education Officer (Library)
Professional Services Centre,
154 Ballina Road,
GOONELLEGAH, N.S.W. 2480
Tel. (066) 24 3055

Type of Appointment:

Senior Education Officer (Library)
3 days per week consultant
2 days per week P.S.C. Library.

Names of Known Librarians' Groups/gatherings in the region:

1. Upper Tweed Resources Centre.
2. Taree Teacher Librarian Group.
3. Coffs Harbour Teacher Librarians Group.
4. Northern Inter Library Co-operation Scheme (NICS).

1. UPPER TWEED RESOURCES CENTRE

Group Membership: 3 Class 3 Primary Schools and 3 Class 4 Primary Schools.

Geographic Boundaries: Within 20kms.

Frequency of Meetings: 1 per month (sponsored by W.I.B.S. in-service grant).

Contact Person for Group: Barry Lofts,
Tyalgum Primary School,
Coolman Street,
TYALGUM. N.S.W. 2484

Nature of Group's Activities:

- Provide resources for co-operative use.
- Based on a social sciences curriculum document that was developed in the inspectorate.

Funding:

- $1300 Innovations (N.S.W. Department of Education)
- $1000 Schools Commission.
- $ 600 W.I.B.S. (Inservice - Regional)

Publications of the Group:

- Curriculum document.
- Resource list in process.

2. TAREE TEACHER - LIBRARIANS GROUP

Group Membership: Primary, Government, Non-Government, approximately 12 members.

Geographic Boundaries: Taree District.

Frequency of Meetings: 2 or 3 times per term.

Contact Person for the Group: Mrs Leila Brown,
Taree Primary School,
Albert Street,
TAREE.

Nature of the Group's Activities:

- Professional Contact.
- Professional development.

3. COFFS HARBOUR TEACHER LIBRARIANS GROUP

Group Membership: Primary/Secondary; Government/Non-Government Municipal - approximately 12 members.

Geographic Boundaries: Coffs Harbour area - North to Woolgoolga
South to Macksville
West to Bellingen.

Frequency of Meetings: One per term (approx.)

Contact Person for Group: Ms. Liz Quinn,
Coffs Harbour Primary School
High Street,
COFFS HARBOUR.

Nature of the Group's Activities:

- Professional contact/support
- Resource sharing.
- Professional development (visiting speakers etc.)

Publications of the Group:

- Individual lists of audiovisual materials.

4. NORTHERN INTER LIBRARY CO-OPERATION SCHEME (NICS)

Group Membership: Government High: 5; Non-Government High: 2
Government Primary 7; Community 2
Municipal; Technical College; Northern Rivers CAE; Department of Agriculture; Professional Services Centre.

Geographic Boundaries: Within 36 km radius.

Frequency of Meetings: AGM plus Management Committee.
See Constitution, Appendix A.

Contact Person for the Group: Chairperson: Ms Judith Whittaker,
C/- Department of Education,
Box 422 P.O.
LISMORE.

Information on North Coast Regional developments gathered by Peter McCormack, Library Consultant.

NORTH SYDNEY REGIONAL DEVELOPMENTS

Consultants/Advisors: No appointment in 1979 or 1980.

Type of Appointment: Nil

Names of Known Librarians' Groups/gatherings in the region:

1. North Sydney Region Library Committee.
2. Central Coast Primary Librarians Group.
3. Central Coast Secondary Librarians Association.
4. Chatswood Libraries Group.
5. Hornsby Libraries Co-operative Group.
6. Kuring-gai Area Librarians Group.
7. Manly-Warringah Secondary Librarians Group.
8. Manly-Warringah Primary Librarians Group.
9. Mosman Librarians Group.
10. Ryde Area Librarians Group.
11. Stanton Area Librarians Group.

1. NORTH SYDNEY REGION LIBRARY COMMITTEE

Group Membership: 16 member committee - One primary and one secondary representative from government schools in each of the four zones in the Region: three general members; two representatives from non-government primary and secondary schools; one Education Centre member; Library services and Kuring-gai C.A.E. have been approached to nominate representatives.

Geographic Boundaries: North Sydney Region.

Frequency of Meetings: Approximately 2 per Term.

Contact Person: Dr. Robert Broadbent, Director, Northern Districts Education Centre, Cnr. Beecroft Road and The Promenade, Cheltenham NSW 2119. Tel. 868 1533.

Nature of the Group's Activities:

- To provide practical assistance and support to librarians in all schools.
- To examine ways of meeting the professional needs of school librarians.
- To advise on the establishment of Regional policy in library/resources areas.
- To identify regional curriculum resources support needs.

Publications of the Group:

- Regional Library Newsletter, now incorporated in the regular Regional publication Curriculum Action.

2. CENTRAL COAST PRIMARY LIBRARIANS GROUP

Group Membership: Primary librarians (government schools only at this stage).

Geographic Boundaries: Gosford, Woy Woy and Wyong Districts.

Frequency of Meetings: 1 - 2 meetings per Term.

Contact Person: Bob Notara, Terrigal Primary - Tel. (043) 84 1336

Nature of Group's Activities:

- Information exchange - each meeting has a specific theme.
- Resources sharing by individual members.
- Mutual and professional support.

3. CENTRAL COAST SECONDARY LIBRARIANS ASSOCIATION

Group Membership: Secondary Government and Non-Government schools - operating since 1977.

Geographic Boundaries: Gosford, Woy Woy and Wyong Districts.

Frequency of Meetings: Once per Term.

Contact Person for the Group: Mrs. Lesley Potter, Erina High School. Tel. (043) 67 7353

Nature of Group's Activities:

- Professional and mutual support, particularly related to local problems.
- Ideas sharing and relating to library programme.
- Resources sharing and resources advice.
- Professional development activities.

4. CHATSWOOD LIBRARIES GROUP

Group Membership: Primary/Secondary Government and Non-Government, plus Willoughby Municipal Library. Functioning since early 1978.

Geographic Boundaries: Former (pre-1980) boundaries of Chatswood district (area bounded by Lindfield, Roseville, Lane Cove, Castle Cove, Artarmon).

Frequency of Meetings: Two per Term.

Nature of Group's Activities:

- Information sharing and professional support.
- Resource sharing and inter-library loans of A/V materials.
- Inter-library co-operation in co-ordinating library programmes.

Publications of the Group:

- Union listing of holdings of critical works for H.S.C. English.

5. HORNSBY LIBRARIANS CO-OPERATIVE GROUP

Group Membership: Primary/Secondary Government and Non-Government school librarians plus Hornsby Shire Library.

Geographic Boundaries: All schools (Government and Non-Government) within the approximate feeder areas for Asquith B.H.S., Asquith G.H.S., Hornsby G.H.S. and Normanhurst B.H.S.

Frequency of Meetings: Two per Term.

Contact Person: Ms. Beth McLaren, Normanhurst B.H.S. Tel. 48 1077.

Nature of Group's Activities:

- Resource sharing, including bulk purchasing of library supplies.
- Information exchange.
- Professional Support.

6. KURING-GAI AREA LIBRARIANS' GROUP

Group Membership: Primary/Secondary Government and Non-Government schools plus Kuring-gai Municipal Library. Functioning since late 1977.

Geographic Boundaries: Kuring-gai Public Library service area.

Frequency of Meetings: Two per Term.

Contact Person: Mrs. Trish Saxton, Kuring-gai Municipal Library. Tel. 46 2111.

Nature of Group's Activities:

- Resources sharing and information exchange.
- Providing mutual and professional support.

7. MANLY-WARRINGAH SECONDARY LIBRARIANS GROUP

Group Membership: Predominantly secondary Government and Non-Government schools plus Manly Public Library. Functioning since 1976.

Geographic Boundaries: Membership drawn from Avalon, Beacon Hill and Manly Districts.

Frequency of Meetings: Monthly.

Contact Person: Mrs. Nancy Stempf, Manly G.H.S. Tel. 93 2634.

Nature of Group's Activities:

- Professional development and mutual support.
- Resource sharing and ideas exchange.
- Equipment pool project within the goup.

Publications of the Group:

- KWOC Union List of A/V Resources.
- KWOC Union List of Periodicals.

8. MANLY-WARRINGAH PRIMARY LIBRARIANS GROUP

Group Membership: Primary Government and Non-Government schools plus Manly Public Library.

Geographic Boundaries: Based on Manly-Warringah area (but not exclusively)

Frequency of Meetings: Monthly.

Contact Person: Mrs. Rose Lock, Manly Vale Primary (Tu. & Th.) Tel. 982 1436 (H).

Nature of Group's Activities:

- Mutual and professional support.
- Information sharing and ideas exchange.
- Resources sharing (limited).

9. MOSMAN LIBRARIANS GROUP

Group Membership: Primary Government and Non-Government schools plus Mosman Public Library.

Geographic Boundaries: Mosman Public Library service area.

Frequency of Meetings: Monthly.

Contact Person: Marion Calvert, Mosman Municipal Library Tel. 969 3666.

Nature of Group's Activities:

- Problem sharing and ideas exchange.
- Picture and A-V resources sharing.

10. RYDE AREA LIBRARIANS GROUP

Group Membership: Primary and Secondary and Non-Government Schools plus Ryde Public Library, Macquarie University, Curriculum Resources Centre Library and Northern Districts Education Centre. Initial meeting October 1976.

Geographic Boundaries: Ryde, Hunters Hill and Beecroft (southern half) Districts.

Frequecy of Meetings: Twice per Term.

Contact Person: Mrs. Margaret Sim, Cheltenham G.H.S. Tel. 86 4481

Nature of Group's Activities:

- Professional Development.
- Resource Sharing and Information Exchange.
- Providing mutual support.

Publications of the Group:

- Union List of Periodicals.

11. STANTON AREA LIBRARIANS GROUP

Group Membership: Primary/Secondary Government and Non-Government Schools and Stanton Library (North Sydney Municipal Library).
Functioning since pre-1975.

Geographic Boundaries: North Sydney District.

Frequency of Meetings: Monthly.

Contact Person: Nan Manefield, North Sydney Boys' High School
Tel. 92 1947.

Nature of Group's Activities:

- Mutual support and social activities.
- Professional development and practical support.
- Exchange of bibliographies.
- Resource sharing.
- Guest speakers.

Publications of the Group:

- KWOC Union List of Periodicals - 3rd Edition.

Information on North Sydney Region gathered by Robert Broadbent, Chairman, North Sydney Region Librarians Committee.

NORTH WEST REGIONAL DEVELOPMENTS

Consultant/Advisor:

Jeannette Manyweathers
Tamworth High School,
Willis Street,
TAMWORTH N.S.W. 2340

Type of Appointment:

5 days per year. Most of the work is in the form of answering written requests.

Names of Known Librarians' Groups/gatherings in the region:

1. North-West Library-in-Curriculum Committee.
2. Talico (Tamworth Library Co-operation).
3. Tamworth Librarians.

1. NORTH-WEST REGION LIBRARY-IN-CURRICULUM COMMITTEE

Group Membership: Primary/Secondary Central Schools - Government and Non-Government.

Geographic Boundaries: North West Education Region.

Frequency of Meetings: 3 time per year (once a Term).

Contact Person for the Group: J. Manyweathers, Teacher/Librarian, Tamworth H.S.

Nature of Group's Activities:

- Producing the North-West Library Newsletter 3 times per year.
- Sharing information about librarianship.
- Encouraging the integration of the Library into the school's curriculum planning.

Publications of the Group:

- North-West Region Library Newsletter.

2. TALICO (TAMWORTH LIBRARY COOPERATION)

Group Membership: Primary/Secondary Government and Non-Government schools Department of Agriculture Public Library, Tamworth Special School, TAFE.

Geographic Boundaries: Tamworth Municipality.

Frequency of Meetings: Twice yearly, but frequently informally.

Contact Person: J. Manyweathers, C/- Library, Tamworth H.S.

Nature of Group's Activities:

- Mutual support.
- Development of a Union Catalogue.
- Sharing resources especially Video software.

Publications of the Group:

- TALICO Guidelines, See Appendix B.

3. TAMWORTH LIBRARIANS' GROUP

Group Membership: Primary/Secondary Government/Non-Government Schools, TAFE Library, Namoi Regional Library, Department of Agriculture Library.

Geographic Boundaries: Officially Tamworth Municipality but Librarians come from Manilla, Moonabi, Nemingah and Nundle.

Frequency of Meetings: Once a month.

Contact Person: Helen Gee, 110 Marius Street, Tamworth. 2340

Nature of Group's Activities:

- Providing mutual support.
- Organising Inservice Courses.
- Lectures and discussions on topics of interest.

Information on North West Regional developments gathered by Jeanette Manyweathers, Library Advisor.

RIVERINA REGIONAL DEVELOPMENTS

Consultants/Advisors: Sue Letchford,
C/- Inspector of Schools Office,
P.O. Box 41,
DENILIQUIN, N.S.W. 2710

Type of Appointment: Full time (K-12)
Each Inspector can nominate advisers in areas where and when a need has arisen. In the library area this has happened where a Primary T/L is asked to assist with a small school's library organisation. (This is known as Level 3 Consultancy).

Names of Known Librarians' Groups/gatherings in the region:

1. Wagga Teacher/Librarians
2. Griffith Teacher/Librarians
3. South West Riverina Librarians' Association
4. Central Schools Resources Group

1. WAGGA LIBRARIANS

Group Membership: Teacher/Librarians from Primary, Secondary Government and Non-Government Schools.

Geographic Boundaries: Wagga District.

Frequency of Meetings: Twice a Term, 9.00 a.m. - 12.30 p.m. until release days for teachers were discontinued. Now one afternoon after school per Term.

Contact Person: Mrs. Jill Shephard, Mt. Austin P. School, Wagga 2650

Nature of Group's Activities:

- Resource sharing on a limited basis.
- Discussion Groups on current topics.
- Ideas and problems sharing.
- Guest speakers on library and related subjects.
- Arranging Inservice Courses.

Publications of the Group:

- In preparation - Graded annotated list of stories suitable to read aloud to children and classes.

2. GRIFFITH AND DISTRICT LIBRARIANS GROUP

Group Membership: Primary/Secondary/Central Non-Government Schools Public Library and CSIRO Library.

Geographic Boundaries: Griffith and surrounding areas (60 Mile Radius).

Frequency of Meetings: 1 per month after school (3.45 p.m. - 5.00 p.m.).

Contact Person: G. Cassidy, Wade H.S. or D. Dawson, Griffith H.S.

Nature of Group's Activities:

- Providing mutual support.
- Resource sharing.
- Problem solving (e.g., cataloguing and classification).
- Liaison with other libraries in the area e.g., Public and CSIRO.
- Literature discussions.

3. SOUTH WEST RIVERINA LIBRARIANS' GROUP

Group Membership: Primary and Secondary, Government and Non-Government Schools.

Geographic Boundaries: Deniliquin District and surrounding areas.

Frequency of Meetings: Varies, dependent on inservice funding and release time due to the distances involved.

Contact Person for the Group: Ruth Sinclair, Deniliquin North P.S.

Nature of the Group's Activities:

- Essential contact support.
- Workshops.
- Visiting speakers where possible.

4. CENTRAL SCHOOLS RESOURCE GROUP

Group Membership: All staff of 3 central schools and a primary school.

Geographic Boundaries: Barellan, Ardlethan, Beckom, Ariah Park.

Frequency of Meetings: Once per term general meetings. Executive meetings between these.

Contact Person for the Group: David Griffiths, Ardlethan Central School.

Nature of Group's Activities:

- Providing mutual support.
- Sharing resources and ideas at all levels of education (K-10).
- Social activities.
- Co-operative purchasing of resources.

Information on Riverina Regional developments gathered by Sue Letchford, Library Consultant.

SOUTH COAST REGIONAL DEVELOPMENTS

Consultants/Advisors: Georgia R. Green,
Professional Services Centre,
P.O. Box 126,
FAIRY MEADOW, N.S.W. 2519
Phone: (042) 83 1954

Type of Appointment: Full-time, primary/secondary.

Names of Known Librarians' Groups/gatherings in the region:

1. South Coast Regional Learning Resources Co-ordinating Committee.
2. District Groups.
3. Southern Tablelands Educational Librarians Association.
4. Illawarra School Library Association.
5. Yass Library Network.
6. School Library Association of Canberra and District.
7. Illawarra Regional Librarians Co-operation Committee.
8. South Coast Group, Library Association of Australia.

1. SOUTH COAST REGIONAL LEARNING RESOURCES CO-ORDINATING COMMITTEE

Group Membership:

Four Regional Director's representatives -
- Chairman - Inspector of Schools Policy and Planning
- Senior Education Officer Inservice and Resources
- Chief Administrative Officer
- Regional Library Consultant.

A representative of each of the following groups -
- Regional Secondary Principals' Council
- Regional Primary Principals' Council
- Secondary School Librarians
- Primary School Librarians
- Catholic Education Officer
- Illawarra Regional Libraries Co-Ordinating Committee
- Wollongong City Library
- Southern Tablelands Education Centre
- Wollongong Institute of Education
- Goulburn College of Advanced Education
- Wollongong University
- Technical and Further Education.

Geographic Boundaries: South Coast Region.

Frequency of Meetings: Approximately twice per Term.

Contact Person: Mr. John Maguire, Inspector of Schools, Policy and Planning, South Coast Region.

Nature of the Group's Activities:

- To advise the regional director of considerations, developments, policies and plans to improve the effectiveness of resource provision and use in schools and their communities throughout the South Coast Region by providing a forum for information exchange and activities amongst the widest possible representation of educational and information agencies in our region, in order to facilitate co-ordinated and co-operative approaches to solutions of mutual resource related problems.

2. DISTRICT GROUPS

Crookwell, Goulburn, Nowra, Bega/Bombala/Eden, Queanbeyan, Berrima, Cooma, Port Kembla, Corrimal, Wollongong, Shellharbour, Dapto.

Group Membership: Primary/Secondary Government, Non-Government and S.S.P. Schools, public and TAFE Libraries.

Geographic Boundaries: District or section of district.

Frequency of Meetings: At least once per Term.

Contact Person:

Crookwell: Anne Hergenhan, Crookwell High School

Goulburn: Carol Huxley, Goulburn High School
Jenny Crain, Argyle College of TAFE.

Nowra: Bob Harnwell, Nowra Primary School

Bega/Bombala/Eden: Ian Balcomb, Bombala High School
Vera Kirkness, Bega Public Library

Cooma: Phillis McLeon, Monara High School

Port Kembla: Trish Nolan, Port Kembla High School

Corrimal: Kerri Armstrong, Bulli High School

Wollongong: Gwen Rivell, Coriston Public School

Shellharbour: Diane Allen, Shellharbour Public Library

Dapto: Prue Thompson, Warrawong High School

Note: The groups and the leaders named do not have any official status as yet.

Nature of the Group's Activities:

- All groups provide mutual support and most participate in a bulk-buying scheme organised by the regional consultant. Groups undertake specific activities as indicated below.

Crookwell: Exchanged lists of A.V., periodicals and equipment.

Goulburn: TAFE and CAE are working on the first issue of a journal to share ideas, information and facilities for resource production.

Nowra:

- Collecting A.V. resource lists.
- Exploring A.V. resource sharing through Shoalhaven City Library.
- 3 small schools participate in co-ordinated fiction buying contributing $250 each.
- Milton-Ulladulla area sharing video tapes.

Bega/Bombala/Eden:

- Drawing up periodicals and A.V. resources lists.
- Bombala area working on skills K-12.

Queanbeyan:

- Worked towards the public library purchasing a fiche reader so members can use ASCIS fiche from the Southern Tablelands Education Centre.

Berrima:

- Exchange periodicals and reference books lists.
- Planning to prepare a KWOC A.V. list.

Cooma:

- Exchange equipment lists.
- Use ASCIS fiche.

Port Kembla:

- Preparing a KWOC list of A.V. resources.
- Co-ordinate transition from Years 6 to 7.

Shellharbour:

- Working on skills K-12.

Dapto:

- High Schools share resources informally.
- Planning to prepare video lists.

Publications of the Group:

- The regional publication, South Coast Library Links is the information exchange for all groups.
- Resource lists as indicated in the Groups described above.

3. SOUTHERN TABLELANDS EDUCATIONAL LIBRARIANS ASSOCIATION (STELA)

Group Membership: Primary, Secondary, Government/Non-Government, TAFE, CAE, Public Libraries.

Geographic Boundaries: Goulburn/Yass and district.

Frequency of Meetings: Twice a term.

Contact Person for the Group: Joyce Kirk, President,
Lecturer,
Department of Language and Communication,
Goulburn CAE.

Nature of the Group's Activities:

- Providing Mutual Support
- Professional Development.

4. ILLAWARRA SCHOOL LIBRARY ASSOCIATION

Group Membership: Primary/Secondary, Government, Non-Government Libraries.

Geographic Boundaries: Wollongong and district.

Frequency of Meetings: Once per month.

Contact Person for the Group: Bev Ratcliff, President, Lake Heights Public School.

Nature of the Group's Activities:

- Information sharing.
- Professional Development.
- Bulk buy of Aboriginal Dreamtime: 40,000 Years of Aboriginal History.
- Book Week Dinner.

5. YASS LIBRARY NETWORK

Group Membership: Primary/Secondary, Government, Non-Government, Public Libraries.

Geographic Boundaries: Yass.

Frequency of Meetings: Twice a Term.

Contact Person for the Group: Peter Benisch, Yass High School.

Nature of the Group's Activities:

- Resource sharing.
- Information sharing.
- Co-operative buying of library supplies.

Publications of the Group:

- Objectives and Guidelines.
- A. V. lists.
- Periodical lists.

Information on South Coast regional developments gathered by Georgia Green, Library Consultant.

ST. GEORGE REGIONAL DEVELOPMENTS

Consultants/Advisors:

Mandy Alexander, Secondary Library Consultant
C/- Woolooware High School,
Captain Cook Drive,
WOOLOOWARE 2230
Tel. 523 9077

Gwen Nay,
Miranda Public School,
The Kingsway,
MIRANDA. 2228
Tel. 524 4631

Type of Appointment: Each consultant in part-time, one day per week.

Names of Know Librarians' Groups/gatherings in your region:

1. St. George Region Teacher/Librarians Committee
2. Campsie Zone Teacher/Librarians
3. Hurstville Zone Teacher/Librarians
4. Sutherland Zone Teacher/Librarians

1. ST. GEORGE REGION TEACHER/LIBRARIANS' COMMITTEE

Group Membership: Two representatives from each of the zones in St. George Region, both Government and Non-Government schools, together with Consultants. Committee is chaired by Secondary English Inspector, making a total of 8 Librarians and Chairman.

Geographic Boundaries: St. George Region.

Frequency of Meetings: Approximately 2 per Term.

Contact Person: Miss M. Alexander, Secondary Library Corsultant, C/- Woolooware High School. Tel. 523 9077.

Nature of Group's Activities:

- Originally established to gain appointment of a Regional Consultant.
- Production of Newsletter.
- Inservice Co-ordination.
- Co-ordination of zone activities.
- Advisory Committee for Consultant.
- Liaison with L.A.A.

Publications of the Group:

- No publications as yet. The first Regional Library Newsletter due for publication end of Term 2 or early Term 3.

2. CAMPSIE ZONE TEACHER LIBRARIANS

Group Membership: Primary and Secondary Government and Non-Government Teacher/Librarians and representatives from Municipal Libraries.

Frequency of Meetings: Meetings occur once each term for half a day. Venue varies and includes visits to institutions and organizations of interest to librarians.

Contact Person: Miss M. Alexander, Secondary Library Consultant, C/- Woolooware High School. Tel. 523 9077.

Nature of Group's Activities:

- Mutual support and encouragement.
- Resource sharing.
- Mini-Inservice activities.
- Equipment displays - demonstrations.
- Visits e.g., Library Services: S & M/Raeco, N.S.W. Government Information Centre, Municipal Library.

Publications of the Group:

- No publications as yet. Several librarians are interested in, and have begun planning for, a KWOC listing of videotapes.

3. HURSTVILLE ZONE TEACHER LIBRARIANS

Group Membership: Primary and Secondary Government and Non-Government Teacher Librarians and representatives from Municipal libraries.

Frequency of Meetings: Meetings occur once each term, for half a day. Varies around the schools, but also includes visits to institutions and organizations of interest to Librarians.

Contact Person: Miss M. Alexander, Secondary Library Consultant, C/- Woolooware High School. Tel. 523 9077.

Nature of Group's Activities:

- Mutual support and encouragement
- Resource sharing.
- Mini-Inservice activities.
- Equipment displays/demonstrations.
- Visits e.g., Library Services S & M/Raeco, N.S.W. Government Information Centre, Municipal Library.

4. SUTHERLAND ZONE TEACHER LIBRARIANS

Group Membership: Primary and Secondary Government and Non-Government Teacher Librarians and a representative from the Shire Library.

Geographic Boundaries: Boundaries primarily defined by St. George Region. However, all 14 schools lie south of the Georges River, with the eastern and western boundaries being Cronulla and Heathcote respectively.

Frequency of Meetings: Meetings occur once each term, for half a day. The venue varies and includes visits to institutions and organizations of interest of librarians.

Contact Person: Miss M. Alexander, Secondary Library Consultant, C/- Woolooware High School. Tel. 523 9077.

Nature of Group's Activities:

- Mutual Support and Encouragement.
- Resource Sharing.
- Mini-Inservice Activities.
- Equipment displays/demonstrations.
- Visits e.g., Library Services: S & M/Raeco, NSW Government Information Centre, Municipal Library.

Publications of the Group:

- No publication as yet.

Information on St. George region developments gathered by Mandy Alexander, Secondary Library Consultant.

WESTERN REGIONAL DEVELOPMENTS

Consultants/Advisors:

Secondary -

Vi Fisher,
Delroy High School,
Boundary Road,
DUBBO, N.S.W. 2830
Phone: (068) 82 7955

Esme Alston,
Orange High School,
Woodward Street,
ORANGE, N.S.W. 2800
Phone: (063) 62 3444

Primary -

Yvonne Whipple,
Orange Public School,
Kite Street,
ORANGE, N.S.W. 2800
Phone: (063) 62 6369

Nancy Lander,
Dubbo Public School,
179 Darling Street,
DUBBO, N.S.W. 2830
Phone: (068) 82 2399

Type of Appointment: Part-time, block release, 5-7 days per Term.

Names of Known Librarians' Group/gatherings in the region:

1. Western Region Teacher Librarians' Development Committee.
2. Bathurst Librarians' Co-operative.
3. Cowra Librarians' Co-operative.
4. Dubbo and Immediate Areas Librarians' Co-operative Cluster.
5. Lithgow and District Teacher/Librarians' Group.
6. Mudgee Area Librarians' Group.
7. Orange and District Teacher/Librarians' Co-operative Cluster.
8. Broken Hill/Willyama Interaction.

1. WESTERN REGION TEACHER LIBRARIANS' DEVELOPMENT COMMITTEE

Group Membership: Primary, Secondary, State and Non-Government Schools.

Geographic Boundaries: Western Region, Boundaries; Lithgow, Ungarie, Northern Border of S.A., Western Border of Queensland.

Frequency of Meetings: Monthly.

Contact Person: Nancy Lander, Dubbo Public School (General)

Elizabeth Pattinson, Narromine Primary School (for Correspondence Course enquiries).

Nature of the Group's Activities

- Information Sharing through Inservice.
  e.g., Co-operation with Resources,
  Development Committee on compilation of Resources Directory.
- Submissions for Inservice Courses.
- Writing an eleven unit correspondence inservice course for teacher librarians in an attempt to overcome geographical isolation.

2. BATHURST LIBRARIANS' CO-OPERATIVE

Group Membership: Secondary/Primary, Government/Non-Government, Central Schools, Mitchell C.A.E. and Bathurst and City Libraries.

Geographic Boundaries: Bathurst city to Oberson, liaison with Lithgow.

Frequency of Meetings: Monthly in different library venues.

Contact Person: Maurice King, Kelso High School, Bathurst.

Nature of Group's Activities:

- Resource sharing.
- Mutual support.
- Co-operation with and sharing in local institutional (C.A.E., etc.).
- Union Periodical List.
- Formation of a technological feasibility committee.

3. COWRA LIBRARIANS' CO-OPERATIVE

Group Membership: Secondary/Central/Primary, Government, Non-Government schools and Municipal Library.

Geographic Boundaries: Cowra, Canowindra and Grenfell.

Frequency of Meetings: Twice a term.

Contact Person: June Booth, St. Raphaels, Cowra.

Nature of Group's Activities:

- Information Exchange.
- Feasibility study of resources available for sharing particularly A.V. software and periodicals.

4. DUBBO AND IMMEDIATE AREAS LIBRARIANS' CO-OPERATIVE CLUSTER

Group Membership: Primary/Secondary, Government, Non-Government Schools, Regional Library and Orana Education Centre.

Geographic Boundaries: Dubbo and area bounded by Gilgandra, Narromine, Wellington.

Frequency of Meetings: One every 6-7 weeks.

Contact Person: Nancy Lander, Dubbo Public School.

Nature of Group's Activities:

- Sharing ideas.
- Group purchase of audio visual material.
- Union periodical list.
- Pooling and sharing of resources.

5. LITHGOW AND DISTRICT TEACHER/LIBRARIANS' GROUP

Group Membership: Primary/Secondary, Government, Non-Government Schools.

Geographic Boundaries: Lithgow to Portland.

Frequency of Meetings: One per Term.

Contact Person: Lesley Abrams, Lighgow High School.

Nature of Group's Activities:

- Resource sharing.
- Union lists of kits and serials.
- Exchange of video lists.
- Ideas and information exchange.

6. MUDGEE AREA LIBRARIANS' GROUP

Group Membership: Primary/Central/Secondary, Government and Non-Government schools and Municipal Library.

Geographic Boundaries: Kandos to Dunedoo.

Frequency of Meetings: Monthly.

Contact Person: Janine Richards, Kandos High School.

Nature of Group's Activities:

- Resource sharing.
- Feasibility studies on non book materials.

7. ORANGE AND DISTRICT TEACHER/LIBRARIANS' CO-OPERATIVE CLUSTER

Group Membership: Primary/Secondary, Government and Non-Government Schools.

Geographic Boundaries: City area (plans to extend to include country schools in district).

Frequency of Meeting: One per Term.

Contact Person: Esme Alston, Orange High School.

Nature of Group's Activities:

- General resource sharing.
- Furniture rationalization.

8. BROKEN HILL/WILLYAMA INTERACTION

Group Membership: Two High Schools.

Frequency of Meetings: Two days, at present.

Contact Person: Sue Ballard, Broken Hill High School.
Riki Floro, Willyama High School.

Nature of Group's Activities:

- Information exchange days.

Information on Western Regional developments gathered by Nancy Lander, Primary Advisor and Vi Fisher, Secondary Advisor.

LIBRARY RESOURCE SHARING PROJECTS IN SCHOOLS - SCHOOLS COMMISSION GRANTS

The Schools Commission provides funds to government schools through the Department of Education and to non-government schools through the Planning and Finance Committee of N.S.W. Under the Capital Program funds are available for library resource materials, library buildings and library resource sharing activities.

During 1978 and 1979 the Planning and Finance Committee invited non-government schools to submit applications for assistance in developing co-operative resource-sharing projects with one or more of other non-government schools, government schools and public libraries.

One grant was offered in late 1977 to Marist Brothers' North Shore High School for a video resource sharing group in the North Sydney area. The following schedules include resource sharing grants offered during 1978 and 1979 by the Federal Minister for Education for projects approved under the Schools Commission library resource sharing scheme.

GRANTEE SCHOOL	LIBRARY RESOURCE SHARING GRANT FOR:	GRANT $
Christian Brothers' High School BALMAIN	The purchase of library learning materials of a multicultural nature and of equipment for the production of materials relevant to the local multicultural community. Fourteen schools and the local municipal library will participate in the project initially.	23,000
St Augustine's College BROOKVALE	The purchase of library equipment and video equipment. Twenty-two schools and two municipal libraries will participate in the project and equipment purchased will be stored in the Manly Teachers' Centre.	10,500
St Joseph's Primary School CHARLESTOWN	A group of eleven schools to purchase equipment and furniture in order to establish and maintain interschool borrowing of library learning materials and equipment for copying and for production of local learning materials.	4,904
St Joseph's Primary School CORAKI	The purchase of library learning materials and furniture to assist in the development of resource sharing of basic curriculum materials. Two schools initially and the annexe of a local library will participate in the project.	
Presbyterian Ladies' College CROYDON	The purchase of library learning materials of a multicultural nature. Twenty-three schools initially and three municipal libraries will participate in the project.	5,550
Ascham School EDGECLIFF	The purchase of twenty resource kits and associated materials for school based curricula. Twenty-five schools will participate in the project. The kits will be based at the Waverley Municapal Library.	16,500

RESOURCE SHARING GRANTS 1978 (Cont.)

GRANTEE SCHOOL	LIBRARY RESOURCE SHARING GRANT FOR:	GRANT $
Our Lady of Mercy College EPPING	The purchase of Learning Materials for educationally disadvantaged children in Years 6 and 7 in a non-government secondary school and its four feeder primary schools.	7,000
St Aloysius' College GRAFTON	The purchase of equipment and software to develop resource materials on the history, geography and geology of the local area. The group will comprise three schools initially.	700
Our Lady Queen of Peace School GREYSTANES	Purchase of audiovisual software resources for the school curriculum programs. Six schools are to be involved initially. The materials will be based at the Wentworthville Teachers' Centre.	9,000
St John's College LAKEMBA	The purchase of library resource materials for multicultural purposes for a group of five schools. The materials will be housed in the municipal library.	20,000
St John's College "Woodlawn" LISMORE	The purchase of copying facilities and A/V equipment as part of a large, established resource sharing program based at Lismore. The group comprises sixteen schools and libraries of other institutions in the area.	11,000

GRANTEE SCHOOL	LIBRARY RESOURCE SHARING GRANT FOR:	GRANT $
St Joseph's School NEUTRAL BAY	The purchase of primary curriculum kits and for equipment for the viewing of the material. Twelve schools are participating initially. The materials will be based at the Mosman Municipal Library.	2,500
St Joseph's Regional High School PORT MACQUARIE	The purchase of basic material and equipment for a Resource Centre for five non-government schools.	7,600
Marcellin College RANDWICK	The purchase of a bookbinder to be shared by seven schools.	600

SCHOOL	PROJECT DESCRIPTION	RECOMMENDED GRANTS
AUBURN St John's Regional Girls' School 77 Queen Street 2144	A library resource sharing grant for the purchase of library resources (print materials and audio-visual software) of a multicultural nature. Four schools and the local municipal library will participate in the project initially.	$ Learning Resources 22,500
BANKSTOWN Benilde High School 530 Chapel Road 2200	A library resource sharing grant for the purchase of library resources (audio-visual equipment) for making video films for various curriculum activities. Ten schools will participate in the project initially.	Learning Resources 6,000
CHATSWOOD St Pius X College Anderson Street 2067	A library resource sharing grant for the purchase of library learning resources (audio-visual software and hardware) for study of the local area. Ten schools and the local municipal library will participate in the project initally.	Learning Resources 7,116 or 100%
ENGADINE St John Bosco's School Banksia Avenue 2233	A library resource sharing grant for the purchase of learning resources (audio-visual software) for use in various curriculum areas. Six schools and the local municipal library will participate in the project initially. The material will be housed in the municipal library.	Learning Resources 2,500

SCHOOL	PROJECT DESCRIPTION	RECOMMENDED GRANTS
		$
GLEN INNES St Joseph's School Church Street 2370	A library resource sharing grant for the purchase of library resources (audio-visual software and hardware) for use in various curriculum areas. Five schools will participate in the project initially.	Learning Resources 11,000
SUTHERLAND Christian Brothers College 54A Balmoral Street 2232	A library resource sharing grant for the purchase of learning resources (non-print material and equipment) for the schools' geography program and furniture for storage of these learning resources. Two schools will participate in the project initially.	Learning Resources 2,310 Furniture 690 3,000
WAHROONGA St Edmund's School for Blind Boys P.O. Box 82 2076	A library resource sharing grant for the purchase of library learning resources (audio-visual hardware) for the reproduction of large print material for visually handicapped children. Three schools for visually handicapped students and the Royal Blind Society of New South Wales will participate in the project.	Learning Resources 11,360

AN OVERVIEW OF THE PROCEEDINGS

Hazel Vickers

On July 26th, 1980, the NSW Group, School Libraries Section conducted a one day seminar at Summer Hill Public School on the theme of librarians' groups and resources co-ordination. The organisers of the seminar provided a forum where some of the issues involved in the formation and functioning of librarians' groups could be discussed. A sharing of common and unique experiences was seen to be important for clarifying goals and future directions of resource co-ordination activities for both members of groups and for regional administrators. Teacher-librarians, officers from Library Services and administrators from Liverpool, Metropolitan West and South Coast regions were among the seventy participants.

Ann Parry, Deputy Head of Library Services, opened the days' proceedings with a statewide overview of the school resource co-ordination scene. Ann focussed her discussion on the recent survey conducted by the NSW Department of Education during 1979 in government schools. This survey aimed to determine the level and nature of resource sharing already taking place in schools in NSW, on an inter school basis and between school libraries and other types of information agencies. Although the findings from the survey are still preliminary, Ann was able to indicate some of the general direction of current resource sharing in the school situation. Close-up studies of types of co-operation uncovered in the 1979 survey will form the subsequent stage of the Department's survey.

From this statewide overview, the following session telescoped into reports of co-operation achieved by several resource co-ordination groups. Ron Smith reported on activities of the Manly-Warringah group. Of particular interest was this group's union catalogue of periodicals, union catalogue of multi-media kits and its re-establishment of the Manly Teachers' Centre. Jan Howe of North Sydney Girls' High School, described how a group of teachers from twelve schools in the Chatswood-North Sydney area meet regularly to review and collectively purchase resources for Personal Development courses being taught in their secondary schools. From informal beginnings the Bathurst group of librarians have established themselves through the production of two major publications. Maurice King, Kelso High School (Bathurst) described their union catalogue of serials, and the compilation of the Western Region Resources Directory.

Robert Broadbent, Director of the Northern Districts Education Centre, commented on the upsurge of local area librarians' groups, public library involvement with schools and grants for resource sharing activities in the North Sydney region. Robert saw this as being directly related to the establishment and work of the Support Services Task Force within the region during 1977. It was noted however, that, the success of North Sydney librarians in a variety of informal co-operative ventures had tended to mitigate against formal support for their activities. Peter McCormack and Marjorie Lobban, from the North Coast region, reported on NICS (Northern Inter-library Co-operation Scheme) outlining some of its achievements and drawbacks.

After a brief period of questions and comments addressed to the panel, seminar participants broke into workshop groups for a closer examination of problems and solutions experienced by resource co-ordination groups. A number of common problems were listed, and participants were given the task of suggesting some potential ways of overcoming these. While the problems themselves were easy to recognise and discuss, finding solutions was much more difficult. An underlying principle which emerged from the various groups was the necessity to ensure recognition of the validity of librarians' groups from the regional level.

The session in which some regional administrators were able to report on their region's policy on resource co-ordination was chaired by Jean Hart, Principal Education Officer, Library Services. In her introductory comments, Jean mentioned the need for educators to ensure that children in NSW schools are able to handle and process a variety of information. Resource sharing enables wider utilization of a limited number of information resources.

Mr Les Davis, Senior Education Officer (Inservice and Resources) outlined South Coast region's proposal to form a regional Learning Resources Co-ordination Committee. The Committee is to be comprised of schools and other information agencies within the boundaries of South Coast region such as municipal libraries, the University of Wollongong and Goulbourn CAE. The Committee will be seeking to develop policies and procedures to improve resources use and to overcome previous ad hoc approaches to this issue.

Metropolitan West region is currently developing a policy on resource sharing. Mr Bill Gregory, Inspector of Schools, spoke to the draft policy, emphasising the need to avoid unnecessary duplication of those resources whose use is episodic.

Mr. Frank Meaney, Assistant Director of Liverpool region, described some of his ideas concerning resource co-ordination in the absence of an official regional policy. He emphasised that school libraries can no longer afford to continue expansion of holdings along traditional lines. Rationalization will have to take place from economic necessity. Mr Meaney stated that there had to be a conviction among school principals of the advantages to be gained by the sharing of resources.

The final group discussion session sought to tie together some of the issues raised during the day. Participants were grouped according to their region and through discussion were to decide on some future priorities for their librarians' groups. The final plenary session enabled group leaders to summarise their group's determinations for the future. All saw the need to work at improving the general level of awareness of principals and regional officers concerning the role of district, cluster and regional librarians' groups. There was a marked degree of resolve among participants to achieve the priorities raised by the final session.

The day's proceedings renewed enthusiasm and proved the value of providing a means for the exchange of information between librarians' groups involved in resource sharing activities. When some of the proposed future directions of groups reach fruition, the real benefits of the seminar will be seen through the improvement of school information services and therefore, an improvement in the quality of education for students in NSW schools.

LIST OF SEMINAR PARTICIPANTS

CENTRAL METROPOLITAN REGION

Anne Walsh	Christian Bros., Lewisham
Kathy McDowell	Malvina High
Mary Jane Stannus	Petersham Girls' High
Judy Reed	Ascham School
P. Petheram	Ascham School
Br. L. S. Beckhaus	Christian Bros., Lewisham
Pat Ward	Bondi Public
Sue Lynch	Maroubra Junction Girls' High
Alison Starr	Christian Bros., Waverley
Helen Batey	Ermington P. S.
Margaret Bowles	St. Patrick's Girls' High School
Jean Peterswald	St. Joseph's College, Hunters Hill

HUNTER REGION

Les Campbell	Broadmeadow High
Jane Hurford	Marist Bros. High, Hamilton

LIVERPOOL REGION

Frank Meaney	Assistant Regional Director
Christin Rae	Woodland Road Public
Jo Shintah	Cabramatta High
Steve Boyko	Sefton High
Anne Crutchfield	Mt. Pritchard Public
Lois Caw	Westfields High
Robert Cameron	St. Marys Primary, Liverpool

METROPOLITAN WEST REGION

Audrey Perry	Cumberland High
D. W. Gregory	Inspector of Schools
Trish Milne	Castle Hill Public
J. Stanford	Plumpton Public
B. Organ	Plumpton Public
Irith Goviric	Patrician Bros., Granville
John Hurst	Patrician Bros., Granville
Denis Heffernan	Nepean C.A.E.

NORTH COAST REGION

Peter McCormack	Library Consultant
Frances Hoad	Kendle Central
Marjorie Lobban	Kadina High

NORTH SYDNEY REGION

Ron Smith	Beacon Hill High
Alison Glasscock	Hornsby Girls' High
Nan Manefield	North Sydney Boys' High
Georgina Hart	Sydney Church of England Grammar
Di Simpson	Sydney Church of England Grammar
Robert Broadbent	Northern Districts Education Centre
Jan Howe	North Sydney Girls' High

LIST OF SEMINAR PARTICIPANTS (Cont.)

RIVERINA REGION

Ruth Sinclair	*Deniliquin North Public*
Margaret Morrison	*Junee High*

ST. GEORGE

Mandy Alexander	*Woolooware High*
Martha Heeren	*Beverly Hills Girls' High*
Patricia Donaghy	*De La Salle, Carringbah*
Jenny Davoran	*Blakehurst High*
Fiona Padget	*Mortdale Public*

SOUTH COAST

Georgia Green	*Library Consultant*
Les Davis	*Senior Education Officer*
Jan Dudley	*Goulburn C.A.E.*

WESTERN

Lesley Abrams	*Lithgow High*
Judith Page	*Bathurst High*
Nancy Lander	*Dubbo Public*
Maurice King	*Kelso High*
Janine Richards	*Kandos High*
Maureen Jordan	*Dubbo High*

NON-REGIONAL AFFILIATIONS

Jean Hart	*Library Services*
Ann Parry	*Library Services*
Marianne Broadbent	*Curriculum Division*
Hazel Vickers	*Curriculum Division*
Ena Noel	*IBBY*
Robin Sinclair	*Sydney Teachers College*
Kathleen Lakey	*Catholic Resource Centre, Strathfield*
V. Jaaniste	*Sydney Teachers College*
Sr. Veronica Green	*Catholic Education Office (Sydney)*
Noeleen Hall	*Macquarie University*

REGIONAL LIBRARY CONSULTANTS, SEPTEMBER 1980

Central Metropolitan Region

FULL TIME	PART TIME
Dot Hoy (Primary) *Professional Services Centre* *65 Albert Road* *Strathfield 2135* *Phone: 763 1400*	*Sue Lynch (Secondary)* *Maroubra Junction Girls' High School* *Anzac Parade* *Maroubra 2035* *Phone: 349 3719*

Liverpool Region

Michael Burdon
Villawood East Public School
Lowana Street,
Villawood 2163

Phone: 72 3339

Metropolitan West Region

Shirley Grant (Primary *Professional Services Centre* *Cnr Albert & O'Connell Streets,* *Parramatta North 2151* *Phone: 683 2633*	*Audrey Perry (Secondary)* *Cumberland High School* *183 Pennant Hills Road* *Carlingford 2118* *Phone: 871 7719* *Period of appointment:* *2 - 27 June* *7 July - 15 August*

North Sydney Region

Nil

St George Region

Mandy Alexander (Secondary)
Woolaware High School
Captain Cook Drive
Woolaware 2230

Phone: 523 6752

Gwen Nay (Primary
Miranda Public School
Kingsway
Miranda 2228

Phone: 524 4631

FULL TIME	PART TIME
Hunter Region	
Mary Tinlin (Primary) *Waratah Teachers* *Advisory Centre,* *P.O. Box 90,* *Waratah, 2298* *Phone: (049) 67 4000*	*Les Campbell (Secondary)* *Broadmeadow High School,* *Lambton Road,* *Broadmeadow, 2292* *Phone: (049) 52 3355*
North Coast Region	
Peter McCormack *Professional Services Centre,* *154 Ballina Road,* *Goonellebah, 2480* *Phone: (066) 24 3055*	
North West Region	
	Jeannette Manyweathers (Secondary) *Tamworth High School,* *Kathleen Street,* *Tamworth, 2340* *Phone: (067) 65 7888*
Riverina Region	
Sue Letchford *Office of Inspector of Schools,* *Mulwala Plaza,* *Deniliquin, 2710* *P.O. Box 41,* *Deniliquin, 2710* *Phone: (058) 81 2760*	

FULL TIME

PART TIME

South Coast Region

Georgia Green
Professional Services Centre,
Vereker Street,
Fairy Meadow, 2519

Phone: (042) 83 1954

Western Region

Vi Fisher, (Secondary)
Delroy High School,
Boundary Road,
Dubbo, 2830

Phone: (068) 82 7955

Esme Alston, (Secondary)
Orange High School,
Woodward Street,
Orange, 2800

Phone: (063) 62 3444

Yvonne Whipple, (Primary)
Orange Public School,
Kite Street,
Orange, 2800

Phone: (063) 62 6369

Nancy lander, (Primary)
Dubbo Public School,
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Dubbo, 2830

Phone: (068) 82 2399

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APPENDIX A - N I C S CONSTITUTION

February, 1980.

I. NAME:

The name of the Project shall be the Northern Inter Library Co-operation Scheme.

II. AIMS:

To improve total library service to the community by:

a) co-ordinating existing library services

b) defining the role of individual libraries

c) exchanging information about services

d) expanding inter library loan services

e) exploring the possibility of rationalisation

f) later co-ordinating information services

g) further extending from the local area if the need arises

h) participation on a local, regional and state level

i) making libraries more accessible to the total community

j) obtaining buildings or premises to house material

k) organising, if necessary, the employment of staff

l) negotiating such matters as may be usefully or conveniently carried on in association with all or any of the above objects.

III. DEFINITIONS:

1. "The Committee": The Management Committee

2. "NICS": The Northern Inter Library Co-operation Scheme

3. "Participating organisation (s)": Members of NICS: initially, a school, institution or authority with a library participating in the Lismore Pilot Scheme; subsequently, organisations conforming to Clauses IV (e) or IV (4), participating in NICS.

4. "Representatives": Nominees of participating organisations who represent those organisations at Annual General and Special Meetings of NICS (see Clauses IV (5) and VII (2).)

5. "Material": Library material and equipment.

IV. POWERS AND MEMBERSHIP:

1. That a body to be called the "Northern Inter Library Co-operation Scheme" be set up to implement the aims stated above, with emphasis on the provision of a total community library service to Lismore.

2. Membership of NICS initially shall consist of organisations who have libraries participating in the Lismore Pilot Scheme.

3. To be eligible to become a new member of NICS an organisation must have a library resource sharing capability and must make written application to the Management Committee which will approve or decline applications from organisations within an approximate 30km radius of Lismore Post Office. Organisations outside this radius must have their applications approved by either a Special or Annual General Meeting of NICS.

4. Notwithstanding Clause 3 above, an Annual General or Special meeting of NICS may extend membership of NICS to organisations providing information services.

5. That two representatives from each participating organisation be nominated to attend meetings of NICS, and that the representatives consist of an administrator and a librarian. The participating organisation when nominating the two representatives shall also nominate (and from time to time may vary such nomination) which of the two representatives is eligible for selection to the Management Committee.

6. NICS shall meet at least annually or more frequently as required and shall be empowered to:

   a) Control and manage NICS bearing in mind as an overriding factor in decisions the aims, policies and constitution of the participating organisations

   b) Engage and dismiss salaried and other staff

   c) Manage the financial affairs of NICS

   d) Care for and preserve the property of NICS

   e) Delegate any of the above powers to the Management Committee, but not the power to amend the constitution of NICS.

V. MANAGEMENT COMMITTEE

1. That a Management Committee be formed from the representatives nominated under Clause IV (5). The membership of this Committee to be one representative from each type of library.

   A Chairperson will be nominated by the Management Committee. The quorum for a meeting of the Management Committee shall be not less than five Committee Members.

2. That in addition to selecting representatives for the Management Committee from each type of library, the Annual General Meeting will simultaneously decide on the method of selecting a proxy who may replace the Committee Member in the event of his/her retirement or absence from a Committee Meeting.

3. The Management Committee shall perform all duties associated with the implementation of the aims of NICS as delegated by the Special and Annual General Meeting of NICS.

4. The appointed Chairperson shall have the right to exercise only a casting vote.

5. The Management Committee shall appoint secretary and treasurer and such other officers as the Committee shall consider necessary for the proper and efficient administration of NICS.

6. The Management Committee shall meet not less than five times a year at a time and place to be determined by the Committee at its previous meeting.

VI. ANNUAL GENERAL AND SPECIAL MEETINGS

1. An Annual General Meeting of NICS shall be held as near as possible to the end of the financial year and there shall be presented to the Annual General Meeting a secretary's report relating inter alia to the activities of NICS during the current year together with an audited statement of accounts for the current financial year and a budget for the ensuing financial year.

2. A Quorum for any meeting shall be two-thirds of the participating organisations whose representatives must be present at the meeting either personally or by proxy.

3. At least fourteen (14) days written notice of the Annual General Meeting shall be given to each participating organisation.

4. Special Meetings of NICS of which not less than fourteen (14) days notice in writing shall be given may be convened as follows:

   a) By the Management Committee whenever it think fit

   b) On the requisition in writing of not less than three (3) participating organisations served on the secretary.

   Any requisition referred to above shall specify the purpose for which the special meeting is to be convened, and the secretary shall arrange for such meetings to be convened as soon as possible.

VII. VOTING AT MEETINGS:

1. At any Annual General Meeting or at any Special Meeting each participating organisation shall have one (1) vote on a show of hands or on a poll.

2. Each participating organisation shall appoint in writing one of its representatives to represent it and to vote on its behalf at meetings of NICS.

3. At any meeting of NICS the chairperson of the Management

Committee shall be the chairperson of such meeting or in his/her absence a chairperson shall be nominated from the meeting. In the case of an equality of votes either on a show of hands or on a poll, the chairperson shall have only a casting vote.

VIII. PROPERTY:

1. If any grant for the purchase of library material is made to NICS, then the library material purchased with that grant shall be the property of any participating organisation specified in the terms of the grant.

2. Should NICS be wound up then all property belonging to NICS shall be distributed as equally as possible as to value between the participating organisations as at the date of winding up, provided, however, that in event of the participating organisations being unable to agree as to such distribution then the matter shall be referred to the State Librarian in the State Library of New South Wales or his nominee, and his decision shall be binding on all members.

IX. FINANCIAL YEAR:

1. The financial year shall end on the 31st December in each year.

X. BOOKS OF ACCOUNT:

1. Proper books of account shall be kept and shall be audited annually provided that a more frequent audit shall be made if so required by the Management Committee.

2. All moneys received by or on account of NICS shall be deposited in bank accounts in the anme of NICS and all payments other than petty cash items made on account of NICS shall be made by cheque.

3. The bank accounts of NICS shall be operated on upon the signature of any two of the following persons, namely, the chairperson, secretary or treasurer.

4. An audited statement of accounts shall be presented to the Management Committee.

5. The accounts of NICS shall be audited by a person who is a member of the Institute of Chartered Accountants in Australia or the Australian Society of Accountants or any other body recognised for the purpose by the N.S.W. Companies Act, 1961, or a registered company auditor of any State or Territory of Australia who holds a certificate in accounting of a recognised Institute of Accountancy or a Technical Institute of Australia.

3. The bank accounts of NICS shall be operated on upon the signature of any two of the following persons, namely, the chairperson, secretary or treasurer.

4. An audited statement of accounts shall be presented to the Management Committee.

5. The accounts of NICS shall be audited by a person who is a member of the Institute of Chartered Accountants in Australia or the Australian Society of Accountants or any other body recognised for the purpose by the N.S.W. Companies Act, 1961, or a registered company auditor of any State or Territory of Australia who holds a certificate in accounting of a recognised Institute of Accountancy or a Technical Institute of Australia.

XI. USE OF LIBRARY MATERIAL AND EQUIPMENT:

1. The Committee shall decide in what manner materials shall be used. The Committee shall also decide which materials shall be purchased subject at all times to the provision that any such allocation my grant or otherwise shall be used in conformity with the terms of the allocation or grant.

2. If any material is damaged whilst in the custody of a participating organisation then that participating organisation will bear the cost of rectifying the damage, including, where necessary, its replacement.

3. The Management Committee shall take out such insurance as it deems necessary for the adequate functioning of NICS.

XII. RULES:

1. Each participating organisation shall be bound by such rules as the Management Committee may from time to time determine. These rules will take effect after one (1) calendar month written notice has been given to the participating organisations.

XIII. SUB-COMMITTEES:

1. The Management Committee shall have power to delegate to any sub-committee or sub-committees such functions and duties as it may from time to time determine, and members of any sub-committee need not be members of the Management Committee nor be persons appointed by participating organisations to vote at meetings of NICS.

ADDENDA

In response to the survey of the Directorate of Planning Services on school library co-operation and community use, the North Coast Director of Education, Mr. L.A. Findlay referred to the following achievements of NICS:

1. A union catalogue (on cards) of all member libraries.

2. A courier scheme such that material is exchanged on a daily basis (not on 2 days per week).

3. An integrated list of journal holding in libraries (not yet completed).

4. A rationalisation of programs taken 'off air' by each library.

5. Formal agreements between C.A.E., regional library, T.A.F.E. and some high schools in respect to building strengths in certain areas.

6. Lists of texts have been exchanged by some libraries.

7. Access to services such as ANSTEL and ANHUL has been made possible through the Regional and C.A.E. library.

8. Access to photocopies, micro film readers etc, is available.

9. Members now share expensive bibliographic tools particularly in the C.A.E. Library.

10. Agreement to check for compatibility with other libraries before purchasing A.V. equipment or software.

11. Combined 'buying' tours are organised to obtain maximum discount.

12. A formal constitution has been drawn up.

Members have also received three newsletters to date.

APPENDIX B: TALICO - TAMWORTH LIBRARY CO-OPERATION

In September 1978, at a meeting convened by Mr. M. J. Wasson, Regional Director of Education, North West Region, Tamworth Librarians and Library Administrators resolved to form a steering committee to draft guidelines for a library co-operation scheme for the city of Tamworth. This meeting came as the culmination of several years of informal co-operation among school libraries and the Tamworth City Library through the Tamworth Librarian's group and of several month's intensive investigation of formal co-operation schemes, such as the Northern Interlibrary Co-operation Scheme (NICS) is Lismore.

The steering committee which met later in October 1978 was comprised of:

Mr. B. Ainsworth	Principal, Tamworth High School
Mrs. J. Manyweathers	Tamworth High School
Mrs. Z. Ross	McCarthy High School
Mrs. E. Smart	Hillvue Primary School
Mr. J. Smith	Namoi Regional Librarian

On 28th March, 1979, a further meeting of Tamworth Librarians and Administrators was called under the chairmanship of Mr. Gordon Campbell to receive the guidelines prepared by the committee. This meeting became the first Annual General Meeting of Tamworth Library Co-operation (TALICO).

AIMS OF TALICO

To improve total library service to the community by:

a) by co-ordinating existing library services;

b) to later co-ordinate information services;

c) to be prepared for future development of regional , state and commonwealth library networks;

d) to make libraries more accessible to the total community.

OBJECTIVES ARISING FROM THE AIMS

1) to define the roles of individual libraries within the group;

2) to exchange available information about services;

3) to explore the possibility of inter-library loan;

4) to explore the possibility of rationalisation.

GUIDELINES

1. That the executive committee composed of one representative from each type of library be formed.

   a) Public Secondary

   b) Public Primary

   c) Private Schools

   d) Professional Services Centre

   e) T.A.F.E.

   f) Regional Library

   g) Others to be approached:
   (Department of Agriculture, Fielders, Tamworth Base Hospital, Tamworth Historical Society).

   h) That there be included on the Committee an Administrator and the Regional Inspector in charge of Services

   i) Local Government Representative.

2. That the Executive Committee should meet monthly to:

   a) Monitor the operation of the scheme and assess its progress

   b) Make contact with the Regional Librarian to facilitate the compilation of a union catalogue and the handling of phone requests.

   c) Consider further co-operative ventures vote on their acceptability to the group and carry out any approved schemes, e.g., the formation of a courier service, the compilation of a directory of participating libraries, co-operative storage of periodicals, union list of serials, bulk buying, distribution of newsletter.

3. That the Executive Committee convene an annual meeting of interested participants to present an annual report on activities and projected ventures.

4. That the co-operative group be named:

   TAMWORTH LIBRARY CO-OPERATION

   T A L I C O

5. That the extent of participation of member libraries be voluntary.

    a) Each librarian to be the discriminator on individual loans, both as to materials loaned and period of loan.

    b) All participants to have borrowing rights, whether or not they contribute to the union catalogue.

6. That all borrowings be on a Library to Library basis.

    a) Damage and loss replacements or recompense to be undertaken by the borrowing library.

    b) Borrowing library to pay for photocopying.

7. Use of in-library facilities by individual members of member libraries to suit the staffing and business hours of the library being used.

8. That a document setting out the guidelines of the scheme be approved and signed by Administrators. Attached to this document should be a document for each individual institution setting out library priorities for the institution and details of the extent of that institution's ability to participate. This document should be seen as open to amendment as the institution or its aims or capacity to be involved in co-operation, change.

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At the Annual General Meeting the following committee was elected:

Mr. Gordon Campbell (Chairman)

Mrs. Jeannette Manyweathers (Secretary)

Mr. John Smith

Mr. Ron Maddox

Mrs. Zena Ross

Mrs. Margaret Swain

Mrs. Elizabeth Smart

Mrs. June Greer

APPENDIX C

RESOURCE SERVICES AT THE REGIONAL LEVEL

Extract from School Resource Management: Implications for School Library Service, prepared by the Library Association of Australia School Libraries Section N.S.W. Group, for submission to the N.S.W., Department of Education in August, 1980.

The paper is divided into three sections:

> Section 1 examines resources services at the school level; Section 2 at the regional level, and Section 3 focuses on central support services. The preamble, the last part of Section 1 and all of Section 2 are reproduced below. Copies of the full paper can be obtained from Heather Threlfall, 5 Glen Street, Woodford. N.S.W. 2778. Cost: $1.00 to LAA member, $1.50 to non-members (includes postage).

PREAMBLE

> *Current approaches to curriculum development in NSW, which include both more diversified and locally-based curricula, must rely heavily on a wide variety and large number of resources. The literature of school-based curriculum development stresses the importance of within-school and between-school resource coordination for the successful implementation of school-level programs.*
>
> *The importance of resource development and coordination in current educational practices has been recognised but the role of the school library as a resource services facility and of the librarian as resources manager and coordinator has not been adequately emphasised either in the literature or in departmental policy statements.*
>
> *Resources available to schools include print and non-print materials, people, places, equipment and access to information and referral services. These are currently underutilised because the role of the school librarian as resources coordinator has not been officially recognised by the centre or regions nor adequately exploited at the school level.*
>
> *This paper focuses on policy issues in the area of school resource management in the context of the three-tier policy statement. It has been prepared by members of the Library Association of Australia (School Libraries Section, N.S.W. Group) to assist N.S.W. Department of Education officers in their efforts to develop a cohesive statement on the role, function and staffing of school libraries.*

1. RESOURCE SERVICES AT THE SCHOOL LEVEL

1.7 *The teacher librarian's role as resource coordinator handling resources from outside the school needs to be explicitly stated and supported and time allocated for this activity.*

1.7.1 The need for adequate coordination of resources in school districts and regions is another recurrent theme in the literature of school-based curriculum development. In order to meet these needs and generally to make the most of limited resources teacher librarians need to be active in local information exchange and resource sharing groups. Some of these planning meetings occur on an informal basis. Others are more formally arranged in terms of regularity of meetings, participation of regional personnel and the production of regional newsletters.

1.7.2 Experience has shown teachers to be eager to learn of resources outside the school which may be available for their use. However many resource coordination groups have met continuing difficulties in having their meetings recognised as an educational activity comparable in intent to those of, say, sports coordinators whose meetings are officially approved. In most cases these meetings take place two or three times a term. Some have to be held outside school hours, while others are programmed in school time and teacher librarians participate with the co-operation of their principals. In every area, however, there are a number of teacher librarians who cannot attend as the implications of the role of the teacher librarian as contact point for resources outside the school has not been explicitly stated and officially supported. Consequently some principals are not aware of the benefits to the school from such participation.

1.7.3 While resource coordination/teacher librarian groups operating in districts, areas and regions often receive considerable moral support and encouragement from both school executives and regional administrators, more affirmative action is required. Official recognition that the role of the teacher librarian encompasses a wide variety of activities both within and without the school is needed in the form of guide-lines if school curricula are to be more adequately serviced.

2. RESOURCES SERVICES AT THE REGIONAL LEVEL

2.1 *The coordination of cluster, district and area resource coordination/ teacher librarian groups is needed at the regional level.*

2.1.1 Within each region in NSW there are a number of groups of teacher librarians attempting to support their within-school role by meeting regularly, implementing resource sharing activities and exchanging information at a professional level. (Ref. 1.7.) It is important for each school that teacher librarians be encouraged to join a relevant group which include teachers, teacher librarians and regional administrators to enable them to perform their within-school role more effectively. At present much of this work is done on a voluntary basis and is in addition to the workload referred to in 1.3.

2.2 *Each region requires at least one full-time regional resource coordinator/library consultant together with other professional and ancillary support according to the nature of the educational programs and physical characteristics of the region.*

2.2.1 A suitable arrangement may be two full-time consultants in metropolitan regions and one full-time consultant with a number of part-time advisors in different localities in country regions.

2.3 *The role of the regional resource coordinator/library consultant needs to be clarified.*

2.3.1 While there are "library consultants" in a number of regions their role and functions are not necessarily those that are required to support resource coordination within and between schools. For instance acting as librarian to the Professional Services Centre is not appropriate to the role.

2.3.2 Useful and desirable functions for library consultants are:

1) to be well-informed about developments in all aspects of librarianship and educational information services

2) to have knowledge and understanding of and skills in curriculum development

3) to develop and maintain appropriate channels of communication amongst teacher librarians in the region

4) to liaise with Library Services officers for the purpose of beinginformed about and providing feedback on central support services to school libraries

5) to be informed about departmental policies in respect to the establishment and administration of school libraries

6) to advise school executives and personnel on matters pertaining to the selection, acquisition, organisation and use of educational resources

7) to coordinate the regional inservice program for the professional development of teacher librarians

8) to coordinate resource sharing groups in the region

9) to liaise with other regional consultants in providing services to and professional development experiences for school personnel

10) to provide information about school libraries and curriculum support services as required by regional administrators to assist them in policy formulation.

2.4 *The availability of positions as regional resources coordinators/ library consultants, whether full or part-time should be advertised.*

2.4.1 While some full-time positions have been advertised, part-time ones have not. Some full-time positions have been renewed without advertising.

2.4.2 Appointments to such positions should be for two years. Renewals after this time should be dependent on re-application after advertising.

2.4.3 Regional personnel should be encouraged to seek the co-operation of relevant centre administrators in selecting library consultants.

2.5 *Each region requires a committee which focuses on the professional development of teacher librarians.*

2.5.1 As with other areas of teaching service, an inservice/ development committee is required to respond to the professional needs and demands of teacher librarians. Responsibility for inservice and other professional development opportunities for teacher librarians should not rest solely with either the regional resource coordinator/ library consultant or with individual teacher librarians. While some regions do have such committees most do not. As a result, either few professional development opportunities are provided in the area of school resource coordination (for either teachers or teacher librarians) or the responsibility falls on a number of conscientious and highly motivated individuals. Again, an explicit policy statement in this area would greatly assist all those concerned with providing better curriculum support services to teachers and students.

2.6 *Teacher librarians and/or library consultants should be represented on the wide range of regional committees.*

2.6.1 The teacher librarian's training and experience in resource availability, organisation, production, dissemination and utilisation could be very useful to committees attempting to develop and/or coordinate curriculum materials, resources and professional development in particular areas. It would assist teacher librarians to understand current developments within their regions in particular curriculum areas. The regular meetings referred to in 2.5 could also be used to inform teacher librarians of relevant regional developments. Thus the appointment to such committees of teachers with training and experience in school librarianship would benefit both the committee and the teacher librarians.

APPENDIX D: RESOURCE NETWORKS

Extract from Books and Beyond: Guidelines for Library Resource Facilities and Services. 2nd edition. Canberra, Schools Commission, 1979.

SECTION 9.

Resource Networks

9.1 The need for co-operation

It is generally accepted that there is considerable duplication (of effort, resources, facilities and catalogues) and that consequently there is unnecessary expenditure in the operation of school libraries in Australia. The purchase of certain special purpose resource materials, which may be used only a few times during the year, or the purchase of certain other (expensive) resources, by each of a group of neighbouring schools, are the sorts of problems that exist and which need to be looked at.

The purpose of this section is to consider the various aspects relating to a co-operative enterprise in the purchasing and sharing of resources, sharing information or sharing services through what is termed here, a resource network.

9.2 Definition of network

There are various definitions and descriptions of the network concept as networks function across many different types of organisations. In regard to library resources, a network usually consists of two or more libraries and/or other organisations co-operatively engaged in a common area of exchange for some specified functional purpose. A network is generally based on a formal arrangement whereby materials, information and services provided by a variety of types of library and other organisations are made available to all participants in the scheme. Networks can be simple or complex with a number of sub-systems. In regard to exchange of bibliographical information a computer system is in the more highly developed cases a utility of the network.

9.3 Cost effectiveness

The basic assumptions underlying the networking principles are:

- that networks are of educational value to schools by improving services;
- that money can be saved on goods and services;
- that both goods and services receive maximum use.

Although overall cost savings can certainly be effected in the long term, in the initial situation extra expenditure may often be necessary on the part of all participants for the kind of materials involved in the network project. Ongoing costs associated with labour, maintenance and back-up are also incurred, and the fact that they are shared, and thereby reduced overall, does not alter the related fact that they must be met on an individual basis. In order to achieve cost-effectiveness therefore, any school network project has to be carefully planned and organised, with all implications being recognised. The benefits perceived to accrue from the sharing should be clearly identified, and seen in relation to the cost.

9.4 Educational functions

In regard to resource sharing, school networks could be formed for specific purposes such as the following:

- co-operative acquisition of learning materials — overall provision of more resources for school clientele (teachers and students);
- sharing of costly hardware necessary for local production of learning materials;
- sharing of resources for innovative learning programs requiring purchase or production of special learning materials.

9.5 Types of co-operation

There are various models of resource sharing that can be applied to schools. These include:

- sharing confined to a particular type of school level, either primary or secondary;
- sharing between schools in a country area, e.g. mobile resource unit;
- sharing confined to a particular type of resource, e.g. video equipment;
- sharing involving other institutions besides schools, e.g. public libraries, technical colleges, colleges of advanced education, universities, museums.

9.6 Legal aspects

Existing legislation and regulations of State and local government bodies have to be considered as they could be inhibiting in greater or lesser degree according to the types of institution involved. On the other hand there might also be recently passed laws introducing community participation in education which could be invoked for support.

9.7 Industrial aspects

Existing industrial conditions applying to the employment of staff may need to be taken into account particularly where sharing involves other institutions as well as schools.

9.8 Management

Although informal co-operation is neither to be negated nor discouraged, to be assured of success any co-operative venture has to be well organised and managed according to set procedures related to the stated objectives of the project, and the responsibilities to be carried out by the participants. Not all members need or contribute the same resources in identical degrees. Therefore to safeguard the interests of all involved, a formal statement should be drawn up and a management committee established to monitor the project. Co-operative

projects developed solely on goodwill and the personal relationship basis can collapse when the individuals who initiate them move away. The problem then arises of ownership of materials and maintenance of service.

In all co-operative projects accountability is an issue, mainly because less exclusive control of materials is implied. Accountability has three aspects:

- the accountability of each member to the other members in terms of services to be rendered;
- the accountability of the group for the materials held and for the project as a whole;
- the accountability to the funding agency by any school agency that receives a grant to implement the project.

9.9 Access to materials

Depending on the nature of the project, it may be necessary to compile a catalogue of materials, or other list of items, information on borrowing, hours of opening, and any special services. Users must know what is available to them and the means of access.

Attention should be given to the need to establish criteria for determining priorities in order to cope with clashes in the demand for materials.

9.10 Establishment

As a guide to assessing the feasibility or desirability of establishing a network system it is suggested that the following points be considered by potential members of the network:

- degree of any present co-operation, and pattern of co-operation required for the project;
- commitment of the individual members, who are likely to participate in the project and the input each will make;
- degree to which a cost saving would be effected and resources used in a more efficient way;
- ability of the group to (a) cope with any relevant back-up and (b) maintain project after initial grant;
- degree to which the project is aimed to meet the educational needs of the students;
- choice of materials in relation to the expressed educational aim;
- choice of materials in relation to cost considerations, and the ability to provide adequate maintenance;
- choice of materials in relation to their mobility;
- the degree to which materials would be used primarily for the benefit of the schools;
- relevant resources already available for sharing;
- legal implications of implementing the project;
- industrial implications of implementing the project;
- management procedures e.g. who will have final responsibility for the operation of the project and who will decide which, among alternative possible services, the network should provide?

APPENDIX E: SCHOOL CO-OPERATIVE NETWORKS IN QUEENSLAND

Reprinted from: *"School Libraries in Queensland are Ten Years Old," by Sally Fraser and Margaret Dodgson, Australian Library News, October 1979, 9:7*

In July 1970 the Queensland Education Department appointed the first group of experienced teachers with six months training in teacher-librarianship to Queensland State High Schools. Now in 1979 there are 180 teacher-librarians in State Secondary Schools and 360 in State Primary Schools.

School Co-operative Networks

80 Queensland State High Schools, 8 Public Libraries, 54 State Primary Schools and 46 Independent Schools have been formally co-operating since 1976.

In March 1976 the Regional Directors of Education in the three Brisbane Regions initiated the formation of a formal system of school co-operation facilitated by teacher-librarians.

A total of 62 High Schools in these three regions were the first to develop the system. In 1978 the Regional Director in Wide Bay Region gave approval for both primary and secondary teacher-librarians to meet regularly to facilitate inter school co-operation. In 1979 initial formal moves have begun in other regions of Queensland.

Although informal co-operative systems have always existed between school libraries, no formal system has been developed on such a widespread scale by any other State Education Department in Australia. Limited research has not revealed any similar formally supported 'grass roots' system extent in any other country.

The Formal System

Since 1976 Regional Directors and Principals have allowed school co-operative network meetings to be held during school hours on a regular basis. They see the teacher-librarian as the facilitator of school co-operative information systems. Formal minutes of the meetings and records of the co-operation which has taken place during the preceding period are sent to Regional Directors for their information and to Secondary Advisory teacher-librarians at Library and Resource Services for correlation and distribution throughout Queensland.

This formal system began between High Schools, but has spread to include Independent Schools, Public and Municipal libraries, Teachers' Centres and interested Colleges of Advanced Education.

As a result of the initiation of school library networks by Regional Directors of Education, The Central Department supporting school libraries in Queensland made the following statement of support: (November, 1977)

'Mutual aid groups are seldom entirely self-sufficient. Support from Library and Resource Services and other sections within Resource Services will therefore be made available to networks wherever possible.'

B. Bahnisch, Staff Inspector Resource Services

Developmental Stages to be Considered

The Queensland scheme has developed its own rationale at the school level. The following objectives were implied by Regional Directors and Inspectors.

1. The rationalisation of the total resources of each school and within this framework to encourage the rationalisation of the total resources of the schools in a closely located geographic area.

2. To encourage co-operative systems to support the objective of rationalisation of school resources.

3. The utilization of the expertise of the teacher-librarian as an information specialist to facilitate co-operative systems of resource usage within the community.

4. To provide a framework to encourage teacher based inter-school co-operative systems.

5. To promote an awareness of education and economic accountability in resource provision.

6. To provide a support system to new and isolated schools.

7. To break down any areas of parochialism, regionalisation or centralisation.

8. To encourage the development of individual school resource management policies supported by the teacher-librarian.

9. To develop co-operative systems to encourage school library evaluative procedures.

Areas of Growth

It would be impossible to cite all the various activities, new systems and levels of development in the past 3½ years.

The following areas are viewed as particularly noteworthy.

THE DEVELOPMENT AND SPREAD OF SYSTEMS:

i. Community resource files

ii. Routing of displays

iii. A Union Periodical list covering Brisbane North, South, West and Wide Bay

iv. Magazine article photo-copying service throughout Queensland based on this list

v. Rationalisation of periodical holdings and acquisitions

vi. Union list of school produced resources

vii. Co-operative buying systems

viii. Co-operative equipment repair systems

ix. Expensive kit lists, video tapes etc.

x. Central cataloguing of ABC broadcasts

GREATER AWARENESS OF RESOURCES AND EXPERTISE AVAILABLE IN:

i. The community

ii. Other schools

iii. State, CAE, University and Public Libraries

iv. Central Services within the Education Department

SUPPORT FROM CENTRAL SERVICES:

i. Compilation and distribution of union lists etc.

ii. Distribution of network minutes to all participating schools

iii. Liaison with central services by the attendance of advisory teacher-librarians at network meetings.

GROWTH OF CO-OPERATIVE SCHOOL BASED IN-SERVICE IN THE AREAS OF:

i. School produce materials

ii. Resource-based teaching

iii. Film and T.V. production

RECOGNITION OF NEW ISSUES AND NEEDS IN SCHOOL RESOURCE PROVISION:

i. School resource management policy

ii. Resource use planning

iii. Evaluation skills

iv. Rationalisation of resources

Resource Sharing

School resources are expanding and it is not unusual in some High Schools to have holdings of 30,000 to 50,000 items. Sharing systems between schools are especially beneficial to new and smaller schools. Many networks have developed systems to promote inter school resource awareness.

Conclusion

We feel that the great success of the inter school co-operative network system in Queensland because:

1. The initial movement grew from expressed needs at the school level.

2. Teacher-librarians were willing to assume the added responsibility required in order to fulfil those needs.

3. The Queensland Department of Education has given formal support to the system.

APPENDIX F: SCHOOL LIBRARIES AND NETWORKING

Extract from The U.S. National Commission on Libraries and Information Science Report of Task Force on the Role of School Library Media Programs in Networking. Washington, NCLIS, 1978. (The full bent of this report was published in School Media Quarterly, 7:2, Winter 1979, 88-114)

RATIONALE FOR INCLUSION OF SCHOOL LIBRARY MEDIA PROGRAMS IN THE NATIONAL NETWORK

Just under fifty million young people are enrolled in public and private elementary and secondary schools in the United States - 23 percent of the country's total population. The Task Force believes that the information needs of these young citizens are important. The quality of the information services to which students and their teachers have access affects directly what they learn and how well they learn it - a factor of no little consequence for this Nation's future.

In its publication, *Toward a National Program for Library and Information Services: Goals for Action*, NCLIS expressed the following ideal:

> *To eventually provide every individual in the United States with equal opportunity of access to that part of the total information resource which will satisfy the individual's educational, working, cultural and leisure-time needs and interests, regardless of the individual's location, social or physical condition, or level of intellectual achievement.*

If this ideal is to be realized, then these millions of students, their parents, teachers and others involved in their education should find their school library media centers to be effective points of access to the appropriate parts of that total information resource. This will happen only when schools are involved as full participating members in a library network. In this report *library network* means a full-service network; that is, in the words of the Commission, one that:

> *consists of a formal arrangement whereby materials, information and services provided by a variety of types of libraries and/or other organizations are made available to all potential users. [Libraries may be in different jurisdictions but agree to serve one another on the same basis as each serves its own constituents. Computers and telecommunications may be among the tools used for facilitating communication among them.]*

In an earlier study Hines observed that there are barriers to complete access to information, and that these barriers "arise, either from a failure to perceive properly how children's intellectual development does require access to a very wide range of titles, or from a setting of priorities which places children and young people very low indeed on the totem pole".

If school library media programs are excluded from full participation in library networks, this substantial segment of the population will be

restricted and disciminated against in its access to information. Equally important, the resources that strong school library media programs own cannot be shared fully with the general public.

Barriers need not exist, however, for involvement in resource sharing and membership in networks are not completely new to school library media personnel. Schools have been involved for many years in cooperative library activities under informal arrangements.

* * * * * *

Summary Statement

In summary, the groups of people who make up the population of the school- students, teachers, administrators, parents, medical and educational specialists, school library media specialists and the general public, benefit from the pooling of resources, the economy of size and number, the access to bibliographic information, and the linking together of human resources that are made possible by a school's active participation in a library network.

Information that is within reach is information that will be used - for research, for solving a personal problem, for structuring a learning project. Making information accessible increases the likelihood that it will be used effectively.

PROBLEMS, GUIDING PRINCIPLES, AND RECOMMENDATIONS

Despite the advantages of cooperation to the clientele of both school library media programs and other libraries, school participation in library networks is not common. Johnson and Hines found few references to active school participation in their 1977 study of library networks.

What their study did show, however, is that the major obstacle to successful networks seems to lie in the *attitudes* of librarians. A willingness to share, to modify policies, and to communicate and plan with other librarians is crucial to the building of an effective network. When this willingness is not present, a network cannot even begin, much less flourish.

But the formation of networks is hindered by problems other than purely psychological. These *PROBLEMS* can be grouped under five headings: *PSYCHOLOGICAL FACTORS (including attitudes), POLITICAL AND LEGAL FACTORS, FUNDING FACTORS, COMMUNICATION FACTORS, and PLANNING FACTORS.*

As the members of the Task Force studied these problem areas, they became aware of certain *PRINCIPLES* that underlie the establishment of successful library networks. These principles provide a theoretical basis for the *RECOMMENDATIONS* that follow, which have been addressed to specific persons or groups.

The Task Force grouped the recommendations into three categories, *immediate, intermediate, and long range,* to indicate the time frame within which implementation could reasonably be expected. *Immediate* recommendations could be implemented within two years from the publication of this report, *intermediate* within three to five years, and *long range* within five to ten years.

As the recommendations were studies and placed into the three categories, it was found that only one recommendation fell into the *long range* category. This is the summary statement relating to the focus of this study, namely that *library networks in which school library media programs are full participating members be established and operational in every region, state, and area in the nation.* The Task Force chose to allow this single

recommendations to stand alone here to underscore its importance as the end toward all the others are directed.

It should be borne in mind that these recommendations cannot carry an official mandate. In the judgment of the Task Force, the groups listed as suggested action agencies are the ones best suited to implement the recommendations. It is hoped that the groups addressed will accept the challenge.

Principles

1. Each individual has a right to equal opportunity of access to information that meets his/her needs.

2. Networks must be built on strong individual library collections. Each participating library must have the capability of serving the ordinary needs of its users and of contributing to the network as well as receiving services.

3. Networking is not free. Besides specific equipment and materials costs, staff time will be needed to plan the network, to carry out its vital operations, and to provide the shared services.

4. All participating libraries must be equitably represented on the governing board of the network.

5. Effective communication among members is essential. A good modern communication system should link all member libraries, and individual librarians must feel at ease in contacting and working with their counterparts in other libraries.

CONCLUSION

The Task Force sees the school library media program as able to make a significant contribution to a National Network of Libraries and Information Services. Its special resources - materials, equipment, services, and the knowledge and skills of its faculty - have value for the staff and users of public, academic, and special libraries.

The benefits accruing from the school's participation in a library network would improve the educational opportunities for young people by expanding significantly the range of resources to which students and faculty have access.

For the school library media program to participate as a full partner in local, state, and national library networks in the manner envisioned by the National Commission on Libraries and Information Science, the organizations and agencies identified must accept the challenge offered in the *Recommendations*. Without their willingness to become involved in this effort, full participation by school library media programs will be delayed, and delay makes entering or establishing a network more difficult. If these organizations and agencies do play an active role, however, we will move significantly closer to realizing the Commission's ideal of providing:

> *Every individual in the United States with equal opportunity of access to that part of the total information resource which will satisfy the individual's educational, working, cultural and leisure-time needs and interests, regardless of the individual's location, social or physical condition, or level of intellectual achievement.*

NORTH COAST
NORTH WEST
WESTERN
HUNTER
SEE METROP MAP
RIVERINA
SOUTH COAST
Region Headquarters

SYDNEY METROPOLITAN REGIONS